The Middlebury Campus

Volume LXXV, Number 13 Middlebury College, Middlebury, Vermont Friday, February 27, 1981

Secretaries seek better conditions

By Joe Cosgrove '83

College secretarial staff employees have complained to The Campus about "slave wages," less than adequate benefits and poor relations with the administration.

The Campus talked with more than a dozen secretaries, most of whom requested anonymity, citing fears of losing their jobs or receiving pressure from the College administration.

Marilyn Thorpe, one of two secretaries working in the Warner Science Building, remarked, "I'm ashamed to cash my check at the bank because the pay is so low. I feel I should be wearing a mask."

Another secretary stated, "You think you're getting lucky when you get a job here, but you're probably better off on unemployment – at least you don't have to pay for a baby sitter."

Secretarial staff members are paid the federal minimum wage of $3.35 per hour, or slightly higher. Many work two or three jobs. Others have applied for secretarial positions in industry and with higher paying employers in the area. A high turnover rate is visible in some departments, but one secretary stated that because of the large number of faculty spouses and the low number of area employers, the College maintains a "captive work force."

A number of secretaries employed here for a number of years complained that they are earning only slightly more than newly-hired employees.

Carol Knauss, secretary for the Bread Loaf Writers Conference, commented that secretarial salaries at Middlebury "are not compatible with business or a place like UVM (University of Vermont)."

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Muddlebury

Mud football games, like this one in front of McCullough Gym, were just one of the fun outdoor activities pursued by Middlebury students during the mild weather this past week. See photo spread on pages 10 and 11.

Zeta Psi, Deans clash

By David Odato '84

Zeta Psi has defended its right to dine in the fraternity house on the basis of its Statement of Purpose, which asserts that "Zeta Psi also offers its members a place to dine two or three times a week that offers an excellent cuisine and a more socially conducive atmosphere." The Statement of Purpose was reviewed by the College Board of Trustees at its fall meeting.

Harold Burroughs '82, President of Zeta Psi, presented the Statement to a tension-filled meeting of the Student Forum, last Sunday, Feb 22.

Erica Wonnacott, Dean of Students, admitted that both she and John Spencer, Dean of the College, had neglected to read the Statement of Purpose before a copy had been sent to the Board of Trustees.

However, Wonnacott maintained that the central issue was that only the College could hire individuals to work in a College-owned building. She claimed that Zeta Psi had violated the Document of Understanding by hiring a cook with fraternity funds. The document governs relations between the fraternities and the College.

Carl Lindholm, Associate Dean of Students, noted that there was "no mention of formal dining with a hired cook" in the Statement of Purpose.

Burroughs maintained, however, that the actions of Zeta Psi regarding house dining were "straightforward."

He also mentioned that the fraternity purchased a stove and a refrigerator with its own funds because "the facilities (Zeta Psi) received from the College were inadequate." The acquisitions were made with the assistance of David Gineven, Associate Treasurer of the College.

Lindholm remarked that he disliked students' "paying for meals twice," since fraternity members are on the College meal plan and are thus paying additional money for meals at fraternity houses.

Wonnacott expressed the opinion that house dining would increase "elitism" on the part of fraternity members because of higher fraternity fees and because fraternity members would tend to become less associated with the College community.

Burroughs responded that "Zeta Psi is not a socially or financially elitist organization." He noted that, because of contributions from fraternity alumni, Zeta Psi can wave the $100 fee for any member who can not afford it.

Student Forum unanimously resolved to support Zeta Psi's position on dining.

Burroughs said that he plans to bring Forum's recommendation to Community Council, who will now address the issue. The final decision concerning fraternity dining, however, lies with the College administration.

Carnival dampened

The 50th annual Middlebury College Winter Carnival, to be held Feb. 26-28, will follow a general theme of "Around the World in Eighty Hours" on the main College campus.

Unfortunately, though, a last ditch effort by Mother Nature to keep the ski events at the Snow Bowl and the Bread Loaf Nordic Center, in the form of an enormous pre-Carnival snow storm, came up short. For the second straight year, lack of an adequate snow base has forced a change in the scheduled ski events. The alpine ski races have been moved from the College Snow Bowl to the Pico Peak ski area, while the nordic events planned for Bread Loaf were cancelled altogether. In addition, a freestyle skiing competition was cancelled. Mother Nature refused to comment on the issue.

But the rest of Carnival remains more or less intact. Some highlights of this year's program include a colorful ice show featuring well-known guest skaters, a concert featuring the Boston-based rock group Robin Lane and the Chartbusters, and the annual semi-formal dance, this year titled "The International Ball." A variety of other activities are also planned. Almost all of the events are open to the public.

The international theme of Carnival will be especially reflected in the Night Club shows and in the various numbers in the ice show, which is sanctioned by the U.S. Figure Skating Association, according to Chris Viscomi

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Interfaith Center proposed

By Lisa Barbash '81

A proposal for the construction of an on-campus Interfaith Center was submitted to College President Olin Robison by the recently formed Interfaith Committee on January 26, according to Roger Gallagher '81, co-chairperson of the Committee. As Robison is on a leave of absence this semester, he was unavailable for comment. Nevertheless, Gallagher stated, Robison promised to review the proposal and to comment upon it when he returns in May.

The Interfaith Committee's proposal stated that an interfaith center would be significant in responding to what the Committee sees as the growing, diverse religious needs of the College community. Although in the proposal the Committee recognizes the continuing importance of Chaplain Charles Scott and Mead Chapel in the College's religious life, it also stated that the college did "very little to meet the needs" of the non-christain religius groups.

The Interfaith Committee, whose major concern is the building of the center, was formed last semester by Steven Rockefeller, Associate Professor of Religon.

The Committee, co-chaired by Gallagher and Gary Margolis, Director of Counseling Services, is an informal organization composed of representatives from a number of community and College religious groups, including the Chapel Committee, the Chris-

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Middlebury Work Program Report

Q&A

Craven: Reagan economics

President Ronald Reagan has presented his policy for economic recovery to Congress. Reagan's program calls for federal income taxes to be reduced by 30 percent over the next three years and for a balanced budget by 1984. It has been called one of the largest legislative undertakings introduced by a President.

The Campus interviewed John Craven, Professor of Economics, on his views of the Reagan economic program. Craven has taught at Middlebury since 1956, and is a self-described, "small 'd' democrat." Politically and economically, he says, "I'm somewhere to the left of the left wing of the Democratic Party."

Q: What is your general opinion of Reagan's program?

A: Negative. The reason I say negative is because it will stop or slow up our momentum towards an equitable society. He's supposed to cause the economy to grow, but he's doing this by favoring a class already in a favored condition. I think that an important viewpoint is a class analysis of what's happening. I see the plan as a class response to the economy. Those around Reagan, who I think of as the Sun Belt, Middle West-Far West capitalist class, have been successful in rebelling against a distribution of income they found frustrating.

Q: Is this then an affirmation of capitalism?

A: I think of this as a spasm of capitalism. One of its many dying spasms. This class just can't stand this emphasis on social programs. Since 1932, taxing power has been used to bring about social change. Reagan is against this, it seems to me. But in a democracy you use the government to bring about social change. He's going to deny that role to government. But what is the role of government? A caretaker government or a police government? An economy without government intervention could be disastrous, and very unfair.

Q: How much of a break from past economic policy is Reagan really making?

A: Well now he's emphasizing supply side economics, and rejecting demand side economics. Since the twenties, Keynesian economics has been in effect. But he's rejecting this. What he is actually doing is redistributing the income upward. He's going to reduce taxes, but he's going to reduce them most for the wealthier classes.

Q: And what effect will Reagan's program have on the lower classes?

A: Well, he talks about the "truly needy," but he's just being patronizing. There's a lot of talk about incentives, but so many jobs today are linked to the way a machine is set up. They can't work harder, if they get a $20 tax cut. The tax incentives for business won't necessarily increase plants and equipment, and thus output and thus jobs. Business should be rewarded only when they build a new plant.

Q: And what of Reagan's economic ideals?

A: There are almost no ideals surrounding Reagan except "Let's get more things" and "Let's get more production." My basic problems with Reagan are that first, he is making a fetish of a balanced budget. And secondly, he's misinformed the public about the role of government. He's made the government an ogre. But in a democracy we have to assume we can control our government.

Vermont Endangered Species bill in trouble

By Brett Hulsey '82

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The State Endangered and Non-Game Species Conservation Act may go the way of the last three bills if support isn't rallied for the legislation, according to Wally Elton of the Vermont Coalition for Endangered Species (VCES), and former Middlebury Geography professor. "Last year the bill stalled at the end of the session with no action. The agricultural interests were wary of possible pesticide restrictions and hunters feared the bill would be missapplied," said Elton.

This year's legislation is designed not to interfere with normal agricultural practices as it forms a commission that includes the Secretary of Fish and Game to look after hunters' interests.

According to Elton, the main function of the bill is to set up a nine person board that recommends the endangered species and rules for their protection to the Secretary of Environmental Conservation. The commission consists of six people nominated by the governor and three commissions: Agriculture, Forests and Parks, and Fish and Game. Elton said this provides a good balance between citizens and administrators.

"The present law," Elton said, "is very weak. It consists of a list of endangered species and prohibits possessing or killing one, but has no management provisions. This means if there is a bald eagle roost in the state, no one would have authority to manage or protect the site."

This bill will also, according to Elton, bring Vermont up to standard with the rest of the region. Currently, Vermont is the only state in New England not eligible for federal Endangered Species Funds because of the present weak law. These funds would allow for research to determine which species are endangered.

Elton said the bill is working its way to the state senate floor and the VCES, which consists of the Vermont Federation of Garden Clubs, the Federation of Humane Societies, the Vermont Institute of Natural Science, the State Audubon Chapters, and the Vermont Natural Resources Council, are activating grassroots support.

"The best thing to do," Elton claimed, "if you are interested and registered to vote in Vermont, is contact state senator Seeley Reynolds, care of the State House, Montpelier, Vt, 05602, and explain your views."

Revision of plagiarism rules proposed

By Maria Padian '83

community council

A proposal to amend the procedures concerning plagiarism as currently outlined in the Handbook was presented to the Community Council at their Feb. 18 meeting. The proposal was initiated as a result of a memorandum from acting President Nicholas Clifford to Dean of the College John Spencer and Dean of Students Erica Wonnacott.

The present rules governing treatment of plagiarism cases state that members of the faculty "should not deal with plagiarism directly, but should report all cases to the Dean of Students without delay." Jurisdiction of these cases then rests with either the Dean's office or the Judicial Council.

The proposed amendment reads, "Faculty members do not decide plagiarism cases. A faculty member must report all cases of plagiarism to the Judicial Review Board without delay." (The Judicial Review board is a sub-committee of Community Council, and is composed of students, faculty and staff members.) If a student is found guilty, the minimal penalty is suspension for one term. Appeals may be made to the Vice President for Academic Affairs.

Assistant Professor of Sociology Kitty Calavita commented, "There's an awful lot of (plagiarism) and what is reported is a drop in the bucket." She felt that because the penalty is so severe many faculty members deal with cases of plagiarism on their own.

Professor Calavita also stated that because the majority of cases are not brought to the deans, professors feel they are being unfair to students by formally charging them, especially in minor instances of plagiarism. She suggested that either the importance of reporting plagiarism be impressed upon professors, or the penalty should be made less severe in order to encourage more formal charging.

Members of the Community Council felt that excluding the Judicial Council from plagiarism trials was an infringement on the Honor Code. They said that students have the right to be heard by a council comprised exclusively of other students.

Jayne Benz '83, moved that in order to preserve the underlying principle of the honor code, students should have the option of being heard by either the Judicial Review Board or the Judicial Council. In the instance of charges being made after the spring semester, a student may: 1) be tried by the remaining members of the Review Board; 2) be tried by the Judicial Council the following semester, or; 3) be tried by the complete Review Board the following semester.

Benz's motion was passed unanimously, and will be recommended to the Vice President of Academic Affairs.

Middlebury Campus

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Clifford assumes duties as acting President

(MCNS)–Dr. Nicholas R. Clifford, Vice President for Academic Affairs, assumed the duties as acting President of the College last week. Clifford will direct the College through August, 1981 while Middlebury President Olin Robison is on leave of absence.

Robison was granted the leave of absence through August by the Board of Trustees. Robison mentioned that the leave of absence is the first time off he has had in 10 years. A specialist in U.S.-Soviet relations, he has mentioned the leave of absence as a chance "to get my reading up to date," and to meet with the Soviets in Moscow (see The Campus, Nov. 6, 1980).

Clifford will assume most of Robison's duties – in addition to overseeing the daily operation of the College – including conducting faculty and staff meetings and reviewing recommendations from administrative, faculty and student committees.

Robison, however, will preside at Commencement, May 31. Clifford, however, will coordinate the Summer Language Schools' graduation.

Clifford, a vice president at Middlebury since 1979, specializes in Far Eastern Studies and has served as Dean of both the Chinese and Japanese Summer Schools at Middlebury. He first joined the Middlebury faculty in 1966 after holding teaching positions at Princeton, M.I.T., and Harvard. Clifford, a native of Radnor, Pennsylvania, received his B.A. degree at Princeton and his M.A. and Ph.D. degrees at Harvard.

Clifford attended the Middlebury Chinese Summer School in 1969 and was on leave in 1970 and 1976 to continue his study of the Chinese language and to do research in China. He is the author of two books, "Retreat From China" and "Shanghai, 1925: Urban Nationalism and the Defense of Foreign Privilege," and several articles on Chinese relations.

SAA allows interaction

By Sam Dickey '82

The Student-Alumni Association (SAA) "is quite a bit different from other groups in that we allow and encourage students to interact with people and organizations outside of the College," according to John Myhre '78, an alumni member of SAA.

The organization discussed their activities, past, present and future, in the areas of admissions, career counseling, and alumni relations, at their meeting on Wednesday, Feb. 18.

Some SAA members recruited prospective Middlebury students from their home towns during their Christmas recesses. Other members are involved in a Hosting Program in which they not only accomodate visiting prospective students in their dormitory rooms, but also bring them to classes, meals, and possibly College social functions.

Career counseling activities for current students include an Arts Day with seminars and workshops by Middlebury alumni in such fields as art, music, and theater.

A similar project is a Law Day with several alumni lawyers. But students who do not plan legal careers will be able to profit as well; legal concerns faced by all people, such as what to look for in a lease, will be discussed.

A Career Fair, possibly to be held on an alumni weekend, will feature a wide variety of alumni discussing their careers. One of the SAA's most overlooked projects is the Summer Jobs Bank, through which alumni provide students with employment information.

Students interested in participating in any SAA activities may contact Pam Nugent at Box 3230.

Sen. Leahy holds town meeting

By Kathy Carlson '83

The neutron bomb, military aid to El Salvador, the power of lobbying groups and the economy were the main political issues concerning the approximately 200 Middlebury area residents who attended the town meeting called by Senator Patrick Leahy, Democrat of Vermont, held in the Middlebury Union High School Auditorium last Monday, Feb. 23.

Leahy began by explaining that the reason he holds these meetings – aside from the fact that he enjoys returning to his native state, (he knew he was home, he said, when he "found the oil bill in the front door,") – is that he wants to do the best job he can to fulfill his mandate. He said he felt that he has to meet the people face to face and find out exactly what is important to them.

The Democrat remarked that one of his major concerns was that so few Senators actually get to interact with their constituents. He said that one way he tries to get around this problem is by making about a dozen telephone calls a week to Vermont residents. Of course, he noted, sometimes there are problems:

Leahy: "Hello, this is Pat Leahy."

Constituent: "Who is it?"

Leahy: "This is Pat Leahy."

Constituent: "Is that you, Joe?"

Leahy: "Do you know who Pat Leahy is?"

Constituent: "Joe, I know the senator and you're not him."

Accepting the fact that it is more difficult for some to meet their constituents than for others, he said that he feels that the power of the special interest lobbies has grown to the point where it is difficult to find out what the majority of the people wants. One tends to become so inundated with mail that the lobby grows to equal the populus, he said. This, he warned, is "a direct threat to democracy." Leahy concluded that his reason for coming was to find out what concerns "Joe and Jane Citizen."

The first issue discussed was United States involvement in El Salvador. Senator Leahy informed the town meeting that he had signed a petition to halt delivery of the most recent shipment of arms to El Salvador. Leahy said that he feels that the U.S. must move very cautiously to avoid offending the other Latin American countries, who are watching us with an "eagle-eye." Leahy responded to one man's concern over the Soviet and Cuban influx into El Salvador, "To support a regime that will not support its people is not the way to combat Communism in the end."

Leahy spoke out vehemently on the issue of the neutron bomb. Leahy maintained that the "threat of nuclear war, if some form of control is not imposed, is no longer a possibility, but a probability." He predicted that by the end of the year President Reagan would begin negotiating a new Strategic Arms Limitation Talks treaty, disregarding statements he made during the campaign. To the political conservative, Leahy addressed this remark: "Look at it this way: Even before we kill everyone off, we'll be spent into the ground....Can we hope to balance the budget and still increase armaments?".

Naturally, the economy was of deep concern to those in attendance. Leahy asked the audience who prefered a balanced budget to a tax cut. The audience unanimously favored a balanced budget.

One woman, voicing a common complaint, stated that the reason we had so many problems was that the government was too wrapped up in bureaucratic red tape. Leahy agreed, explaining that one reason for this is that most legislators simply do not understand parts of the country other than their own. For example, he said, the federal government considers Fairfax County, Virginia to be a rural area, despite the fact that it has a population greater than that of the entire state of Vermont. The solution to this problem, Leahy said, is to place more responsibility on state governments.

Leahy concluded the meeting with an assessment of his own committment. "I will listen to you and you know that I care. I can't promise to side with you on every issue, but I can promise that I will never vote against my conscience. Being a native Vermonter myself, I hope that I will never vote against yours."

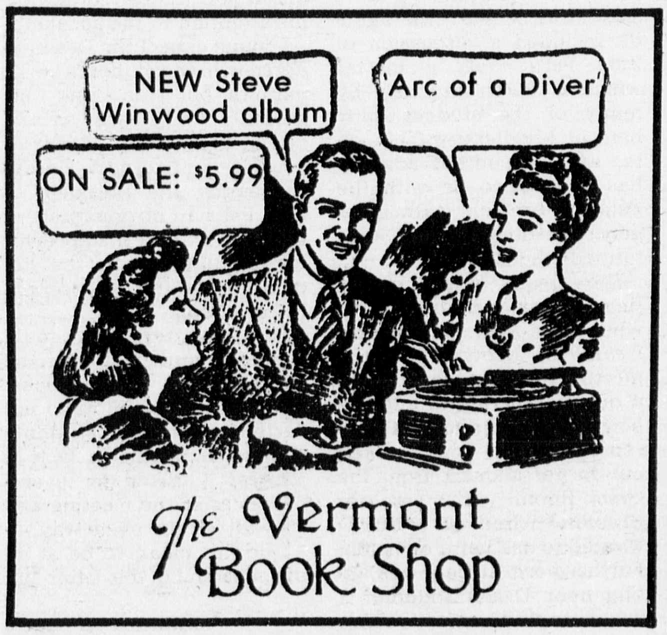
WRMC returns to airwaves

By Steve Siegel '84

If you listened hard enough, you could almost hear Walter Cronkite: "And that's the way it is, Monday, February 23, the 79th day of captivity for those 1800 Middlebury College students held hostage without a radio station."

But by the next morning the ordeal had come to an end. WRMC-FM, after a two-and-one-half month absence from the airwaves for extensive studio renovations, was back on the air.

Ben Roe '81 opened the station's first show with, appropriately, the Beatles' "Here Comes the Sun."



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editorial

Work Program

The Middlebury College Work Program. The suggestion of such a program incites heated debates on its merits. To some it suggests a more cohesive community. Others see it as a financial necessity. And to some it brings shudders of more administrative blunders. Yet, until the Special College Committee on a College Work Program had completed its feasability study and suggestions, no educated opinions could be established for no program had been proposed.

The final study was released recently and, at the request of College President Olin Robison, is reprinted in its entirety in the pullout section. Despite its length, we strongly encourage all members of the College community – students, faculty and staff – to read the document carefully, placing special emphasis on section IV, "A New Work Program at Middlebury College."

The report reviews the present status of student employment at Middlebury, examines mandatory work programs at other colleges, and directs for further examination of the subject. The document is clear in its purpose and suggestions and concludes that a work program is indeed a reasonable addition to Middlebury.

The institution of any "major" work program would create a decidedly different living and learning environment. Middlebury College may find itself rapidly becoming a school of altered merit, both to itself and to the nation. The liberal arts dogma it proudly displays may shift to a somewhat vocational or technical type of training. Or it may become a model for others across the nation.

What type of institution of higher education are we? More directly, what kind of college do we want to become? Nobody (including the Committee) has suggested what will become of Middlebury or its format of education. Maybe it's time we thought about it – before progressing further into the mechanics of a program we may not really need.

We do not wish to pass judgement on the Program at this time. To do so would be hasty and irresponsible. A final decision will require more thought than we, a small group of editors, could possibly develop in so short a period of time.

As the Report itself states, "there should be a community discussion of (these ideas) and more research must be done on a number of specific questions."

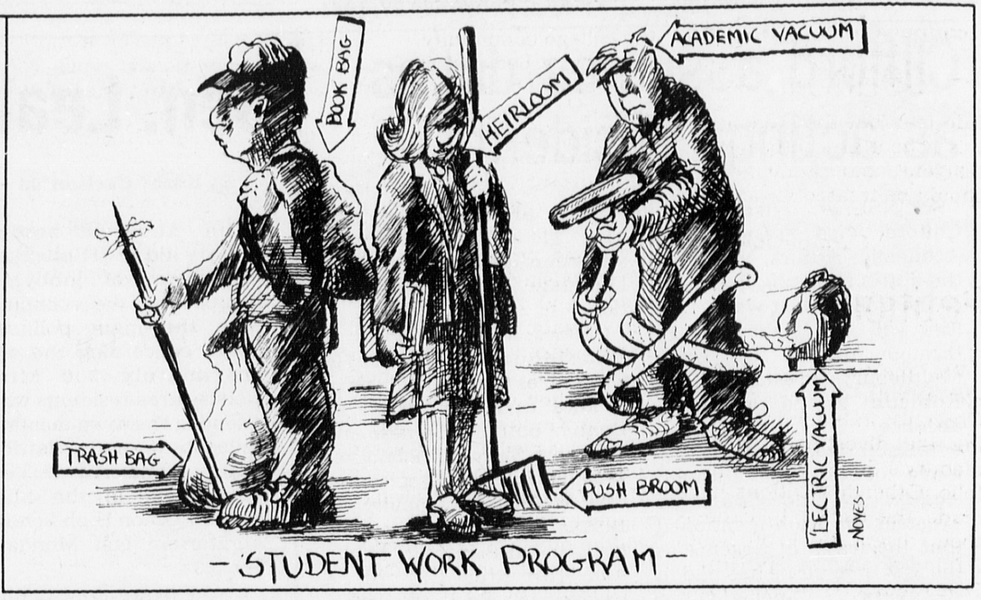
After reading the Report, discuss its merits and faults amongst one another. Present comments to the administration and to acting President Clifford. Student Forum and Community Council should most certainly formulate opinions and present them to their constituency. The faculty should debate the program's values, keeping in mind that no member will be excluded from the effects it will bring. And, as always, The Campus encourages letters and commentaries regarding the Committee's conclusions.

The decision to institute any work program will ultimately lie with the President and the Board of Trustees. If you, as an individual with strong feelings for the future of Middlebury College, believe that a sound decision with no unforeseen consequences can be made with the information collected to date, do nothing. If, however, you are pulled into the chaos of indecision by the Report and its many implications, then now is the time to begin work.

President Robison has given us this opportunity for responsible, realistic comments and criticisms. We must use it wisely.

Sign it, please

The Middlebury Campus welcomes reader's comments on important campus, local, national, and international issues. All letters must be limited to 300 words and submitted by Sunday 6:00 pm to appear in Friday's issue. Letters must be typewritten and signed by the author. Pseudonyms will not be published, nor character assasinations, nor libelous statements. The Campus will attempt to publish all responsible material although we do reserve the right not to publish due to spacing, technical, legal, or other reasons. The Campus reserves the right to condense. All letters will be confirmed before publication. Names will be withheld upon reasonable request. Address letters to: Letters to the Editor, The Middlebury Campus, Drawer 30, Middlebury College, Middlebury, Vt., 05753.



letters to the editor

Broader definition of "community"

There has been a lot of talk recently about "a sense of community" at Middlebury. It is said that there really isn't much that makes us conscious of ourselves as a community. To solve this problem, a committee has proposed a work program (see pull-out section) to involve us all in maintaining facilities that we need for learning, eating, exercising and sleeping. In this way, we would work for the good of the community. This is not the only solution, however, for we can also serve the community by helping to design (or redesign) these facilities when the College launches a new project. A college obviously is designed to serve its students and faculty. Since they know their needs best, it follows that they should have some part in determining exactly how they are going to be met. In this way the best possible design can be achieved.

The College, however, has failed to consider this simple principle in recent projects. Proctor, for example, was remodeled last year in an unsatisfactory way. The administration should be praised for responding to the need for renovation, but there appears to have been no consultation with the community over the best scheme. A conference center, furthermore, was built on the edge of the campus where it has little to do with the academic community. If we are to have a tight community, we had better have a tight campus as well.

The College has not only been careless in satisfying the academic community, but has also been negligent about its responsibility to the town of Middlebury. Two houses owned by the College which abut Main Street have been left empty and poorly maintained for the last few years. One is Federation House, next to Emilio's, while the other is the old Wainwright mansion, south of the Inn. These are among the most commanding and architecturally significant houses in town. It is ironic that a liberal arts college, intent on cultivation of humanistic values, should remain blind to two beautiful and historic buildings.

The College must revise this narrow and insensitive approach to changes on campus. Beginning with the current project to remodel the fieldhouse, the adminsitration should require its architects to sollicit the views of the community. Extensive interviews are called for, as well as a public presentation of plans. Finally, the College needs to take some account of its obligation to the town and foster 'a sense of greater community.'

Malcolm Woollen '82

International Club calls for respect

The International Club is an organization established primarily as a communication channel between the college community and international world. Through our activities, we hope to create interest in different cultures and to increase awareness of world events.

One of our mediums of communication is the International Club bulletin board in the College mailroom. We consider it our responsibility to present world events from various perspectives, in order to add an extra dimension to the partial version of the press and the networks, CBS, NBS, and ABC.

Recent defacing and slashing of our articles represents a lack of appreciation and respect for the international community. It also shows the narrow-mindedness of certain individuals who are not willing to be exposed to views contrary to their own.

As foreign students in the United States, we are expected to speak a non-native language and live according to customs and habits conflicting with that which we have been accustomed to. The least we can expect in return is a recognition and understanding of our diversity of thought and values. Defacing articles which represent our views is a poor method of communication which serves no purpose other than creating unnecessary tension and misunderstanding.

Mahnaz Rahbar '81
International Club

College insensitivity berated

(Sunday night) I attended a Student Forum meeting (as a spectator) because the agenda included a discussion of Zeta Psi's cook, a matter which is taken seriously by many of the student body here at Middlebury. This letter and its content actually has nothing to do with the Zeta Psi problem, rather the general attitude of the Deans towards the students.

The Deans appeared, at times, to have no interest in what the students had to say. Dean Wonnacott came to the meeting late and then, during a question period to address both the Deans and Zeta Psi's representative, she walked out to get a drink from the Crest Room – she was not present when a student wanted to ask her a question. Furthermore, since I was sitting near Dean Lindholm, I could see that he was reading a book during parts of the discussion instead of giving his attention to the speaker.

I do not expect the Deans to agree with the students on all matters, but I do think that students (or Deans as the case may be) deserve courtesy and respect. Harold Burroughs, the President of Zeta Psi, had obviously spent much effort and time preparing his statement for the Student Forum and he deserved full attention.

In a matter that could become controversial, the Deans, I think, should at least make a greater effort to not further alienate students through indicating a lack of interest. I talked to several people after the meeting and they all felt the same way.

I do not mean to be at all disrespectful in this letter, but

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— deans

I do feel that the students at this school are both very intelligent and adults. They should be treated as such!

Caroline Rosen '82

Petition

We, the undersigned, fully agree with Professor John Craven's statement concerning the divestment of Middlebury's South African portfolio. Other institutions have made the choice to express their disapproval of South Africa's racist policies. Divestment is an admirable step, humanely and politically desirable.

We encourage the Faculty Council to reconsider their stand on the proposal. We also encourage all students, alumni, and employees who feel strongly about the implications of owning stock in companies supporting a blatantly oppressive regime to let their voices be heard in the Trustee's Office.

Grace Coston '81
and 189 signators

(Editor's Note: Space does not permit the printing of all sponsors of this letter. The original letter is on file in our offices and available for public inspection.)

Senior gift suggestion

In the past, Buildings and Grounds has unceremoniously planted a tree at an arbitrary spot on campus to be designated "The Tree of the Class of ???". In recognition of the economic squeeze which is felt particularly keenly by such small, private institutions as Middlebury, we have established a steering committee and are designing a gift which will play a valuable role and maintaining an identifiable status on the college campus.

Our committee of eight seniors, created by Pam Nugent and Anne O'Herron, has been studying various ideas for a class gift and has identified the Career Counseling and Placement Services at Adirondack House as a target worthy of attention. The Gift of the Class of 1981 will be the monetary support to program career information into the college computer which will be accessible through existing terminals.

The option of being able to tap this valuable and seemingly bottomless fund of information with the aid of a computer will enable not only seniors, but also underclassmen and alumni, to be much more efficient and thorough in their quests for jobs, academic programs and internships.

Since the gift will be accessible to so many different people and will increase the availability of the vast resources that the Adirondack House harbors, it will be an invaluable contribution to the college community.

We have been working on the project since early January. We are currently rounding up a body of class agents who will share in the responsibilities of approaching each member of the class, explaining the gift, its values, procedures involved in raising the necessary funds, and finally collecting the donations. Seniors will not be asked to contribute a specific amount of money; rather, they will be asked to donate whatever they can.

The class will be canvassed during the last three weeks in March, and collections will be made at that time. The gift will be officially presented to the school at commencement.

The goals of this project are manifold but are centered around the notion of generating a sense of unity within a class which is by nature diverse. The creation of a Senior Class Gift will divert a small but important part of each senior's energy towards a specific goal, giving the class as a whole an identity unattained by any previous class. Not only the gift, but the actual gesture of presenting the College with a contribution collected from and through its own resouces will generate for this year's graduating class a new type of recognition which no other class has ever enjoyed. The program has received an enthusiastic response from all sectors of the College which have been advised of its existence and motivations. John Myhre, class of '78, is acting as the liaison between the class and the College.

The ultimate impact of the Senior Class Gift will be determined entirely by the understanding, the interest, and the final participation of each member of the class. It will reflect their level of concern and their ability to work together as a comprehensive, autonomous unit.

We welcome any questions, comments and suggestions from all members of the college community, and are looking forward to your support.

Dave Caputi '81
Steve Harasimowicz '81
George Jones '81
Bill Maggard '81
Dorsey Milot '81
Pam Nugent '81
Anne O'Herron '81
Dick Porter '81
The Senior Class Gift
Steering Committee

Farcical lecture

The planned MCAB lecture on March 20 featuring Lisa Birnbach is a farce. Granted, the book she *edited* ("The Official Preppy Handbook") is rather amusing and harmless, but it does not warrant a lecture tour. Anyone who would pay two dollars to see her speak in Mead Chapel deserves to hear what she has to say. Those who aren't preppy will not go, and those who are should certainly boycott her appearance, because she didn't even mention Middlebury in her book.

Seriously, can't MCAB spend *our* money on a more worthwhile speaker, such as the editor of a large newspaper, a major political figure or a *real* author?

G. Davis MacKay '81
J. Hartwell Swaffield '81
R. Worfolk Porter '81
B. Vanderbilt Davidson '81

Gone too far

I realize that your staff has the insatiable urge to use (and the nack for using) inane, sensationalistic inuendos.

However, there comes a point at which you just go too far.

Perhaps most people due to lack of knowledge or the fact that it just didn't hit home at the time, didn't notice the malediction in the titles of two letters in the Correspondence section of the (Feb. 5) issue of The Campus, but I was hard-put-to-it not to notice myself.

The titles "Role Reversal" and "Switch Hitter" (since they are most commonly used in stereotypical anecdotes about gay life) had very little to do with the letters themselves and it is my opinion that much more effective titles could have been given that would not effect or offend the Gay population here on campus or in Middlebury. People read letters that are titled in a certain way because of their controversial nature or their effects (primarily the former). I think that, by titling these letters thus, you are causing me as a member of the Gay community and others more problems than we need in an already over-problematic situation.

Give us a break! We have enough to deal with when there are still people around like Anita. We don't need it from you too.

Jim West '83

Campus irresponsibility

The article entitled "Lane to perform" (Feb. 5) was written by myself at the request of the Middlebury College Activities Board (MCAB). After much confusion regarding the deadline for the article (I was urged to submit it for the Jan. 29 issue, and did so — its publication was delayed for unexplained reasons), I am amazed as to the extent a few Campus editors can literally butcher what was originally a well-structured and coherent piece of writing.

First of all, I never even *mentioned* Jackson Browne in my article — how did his name find a place before the title of the debut album from The Pretenders? Okay...so Jackson Browne did release an album entitled "The Pretender" a few years back. By assuming that this author was perhaps a little unclear as to which artist produced what album (a false assumption from the start), the editor or editing staff member of The Campus managed to alter entirely the meaning of a pertinent section of that article.

Secondly, some paragraphs were relocated, and others completely removed. Even worse, some of my words were omitted and replaced by others deemed more acceptable by the staff's expert on English grammar. The result is a literary abortion that flows about as steadily as the heat in Hepburn Hall and makes almost as little sense.

I was informed upon submitting the article that it was a bit too long and might be sujected to the "careful editing of a reponsible staff member." I requested that, should the editors desire to shorten the article substantially, they would first notify me as I would gladly re-write the piece rather than leave the task for an overworked (and evidently incompetent) Campus staff member. I was assured by a Board member that my request would be complied with. So, alongside irresponsible managing and blatant abuse of the principles of editorship, my original article has suffered from the unkept assurances of a Campus Board Member.

Please cancel my suscription.

George A. Marderosian '81

The loyal opposition

By Jane Russell

It's too late for wishful thinking about the election. So I'm starting a secret society called the Loyal Opposition. Anyone can join. The only requirement is to keep the faith. To not lose heart no matter what the commentators or the neighbors predict.

The Loyal Opposition remains loyal to the vision of someday achieving "equal opportunity for all," "brotherhood from sea to shining sea," "liberty and justice for all," and "one man, one vote," as well as "Give me your tired, your poor, Your huddled masses yearning to breathe free."

If there's an antibusing law, or a lowering of the minimum wage, or a suspension of the ERA effort for now — if nuclear power and military spending escalate while aid to the inner cities and preferencial treatment for the disadvantaged are curtailed — the Loyal Opposition won't go away mad and sulk in a corner or holler "foul" and shout epithets over a wall of anger. We will use all our resources to avoid the paralyzing polarization of forces that rules out sweet reasonableness — that hardens into Us and Them against any and give and take viewpoints.

The Loyal Opposition opposes the belief that a change of administration in Washington or in the boondocks can reverse our true course. There's too much momentum in it. Too much of social importance riding on it.

But most of all — though the Opposition, we are Loyal, and so we trust that anyone with the capacity to get elected must have the wits to sort out the day-to-day problems. That, under the press of circumstance, yesterday's rhetoric is not binding. So we will keep reminding the elected of our interest in what's going on — with pats on the back as well as arm-twisting and ear-bending.

We will keep checking the straws in the wind to see if it's blowing us to safe harbor. And reminding each other when we are over the shoals that there's been danger before and a tide to lift us clear.

Our secret society won't have any formal meetings on a regular basis. Instead we'll discuss our business around the dinner table, and in the checkout lane, and at the water cooler. We'll know each other by the upbeat turn of phrase, by the lack of cynical remarks, by the practical helpfulness.

Since a country can only be as good as its citizenry, we'll pay attention to the condition of the family, the neighborhood, and the community. By improving its foundations across the country we'll help representative government in Washington move closer to our ideal.

Being the Loyal Opposition is a challenging responsibility. It means staying close to the action, even when we feel left out. Staying far enough away to not be a nusiance but close enough to be able to lend a hand if we can be of help. Assuring those in control of our faith in their motives, as Edwin Markham advises us:

He drew a circle that shut me out —
Heretic, rebel, a thing to flout —
But Love and I had the wit to win;
We drew a circle that took him in.

Jane Russell is a writer in Port Washington, New York.

Reprinted courtesy of the Christian Science Monitor News Service.

Secretaries complain

continued from page 1

Knauss continued, "When a secretary is supposed to work for four or five professors and be responsible for their business and gets $3.35 per hour, that puts a low priority on her skills. If a plumber gets $10 per hour to tighten a wrench, certainly a secretary should get $5 or $6 per hour.

One secretary commented, "If they're going to have that low a pay scale, they should have better benefits."

Wage system questioned

A number of secretaries questioned the College's system of wage increases. The College has no standardized policy for increase; instead, each year department supervisers are given a "lump sum" from the budget to divide up among employees as yearly raise.

According to Roger Cole, Personnel Director, "The College gives increases reflecting the performance of the individual and reflecting inflation with the budget. We try to make pay as competitive as we can. We've given substantial increases, but they've been affected by substantial inflation."

However, there has been at least one instance when a secretary earning significantly less than her colleagues was given a large raise at the expense of fellow departmental secretaries, who were given small increases to compensate for the inequity.

Her colleagues complained that the College should have paid the lower salaried secretary at the wage level of her colleagues in the first place.

Several secretaries also said that there was a tendency for raise notices to "trickle down" in late spring, creating tensions and damaging morale among staff members.

A number of secretaries wondered why there was no set date for all raise notices to come out. Cole responded, "We get notification out as soon as possible."

Another source of irritation among some employees is the College's policy of giving raises in July, rather than in January, when the minimum wage goes up. Secretaries who were earning $3.25 per hour after their July, 1980 raises, $.15 above the then-minimum wage of $3.10 per hour, were once again earning minimum wage after January 1, 1981, when the minimum wage was raised to $3.35 per hour.

> **"We're seeing other people get ahead while we're sitting still. It's not good for my ego to work here."**

However, Cole countered that "the budget year, beginning in July, has to be the major concern in the timing of increases."

Job stagnation

Some secretaries said that they felt that there was an atmosphere of job stagnation among the secretarial staff.

One secretary alleged that while certain positions were offered internally, most "higher-up" positions were advertised outside. "No one from a low level," she said, "is allowed to apply to a higher level."

One department secretary asserted,"You are allowed to apply (from a low level), but they'll tell you the job will have more responsibilities and the same salary as what you're now making, so you ask yourself, why bother (applying)."

Another secretary remarked, "We're seeing other people get ahead while we're sitting still. It's not good for my ego to work here."

Lack of recognition cited

According to Bread Loaf secretary Knauss, "The administration doesn't go out of its way to do anything for its employees to recognize special effort. That doesn't mean they should go around and pat everyone on the back, but a little recognition doesn't hurt — even a little note."

Knaus complained that plans are "thrown at you." She added that there is a "lack of communication between workers and the people who make the plans."

One individual said that the administration's philosophy is that "it's a privilege to work here...(and) if you don't like it, go somewhere else."

Marilyn Thorpe, a secretary in Warner Science Building, mentioned that over Christmas break, the temperature in Warner was kept so low that she was forced to wear a winter coat while she was working. "We're treated like some kind of machines," she complained.

> **"Most personnel places want to try and improve facilities in which people work. They want to make the individual stay. That's not true here."**

Retribution feared

Some secretaries wouldn't talk about salaries "out of fear of retribution," according to one secretary."We're frightened," admitted another.

Although Personnel Director Cole advises employees to bring any problems or concerns to him, he said that few complaints have been directed to his office. However, he rejected the notion that the Personnel Office operates through intimidation, asserting, "This office does not work that way."

But Kathleen Smith, secretary for the political science and sociology/anthropology departments, explaining why she hadn't notified Cole's office of her grievances, said, "There's a general feeling that (Cole's) ineffective as an expedient way of getting your problems cleared up...you're just beating your head against the wall."

Another secretary added, "Most personnel places want to try and improve facilities in which people work. They want to make the individual stay. That's not true here."

She suggested that the Personnel Office, in addition to instituting open staff meetings, circulate private questionnaires among secretaries to heighten staff input on such issues as monthly versus bimonthly paychecks. She said that she found bimonthly paychecks more convenient than the present system of monthly pay checks.

Despite many common complaints, the secretarial staff members have made no coordinated effort to change their situation.

There has been some talk about organizing, but "no one is bold enough to do anything about it," said one secretary. When questioned about the College policy towards organized unions, neither Cole nor Barbara Lauren, Counsel to the President, would respond.

Susan Veguez, Alumni Relations Coordinator, recognized the need for secretaries "to keep the pressure (on the administration) to look into their problems." She suggested creating an "advocate" to promote the interests of the secretarial staff members.

"If secretaries have no sense of pride in their work," Veguez concluded, they won't do their work. She concluded, "It's to the College's benefit to raise morale by making (secretaries) an appreciated part of the system."

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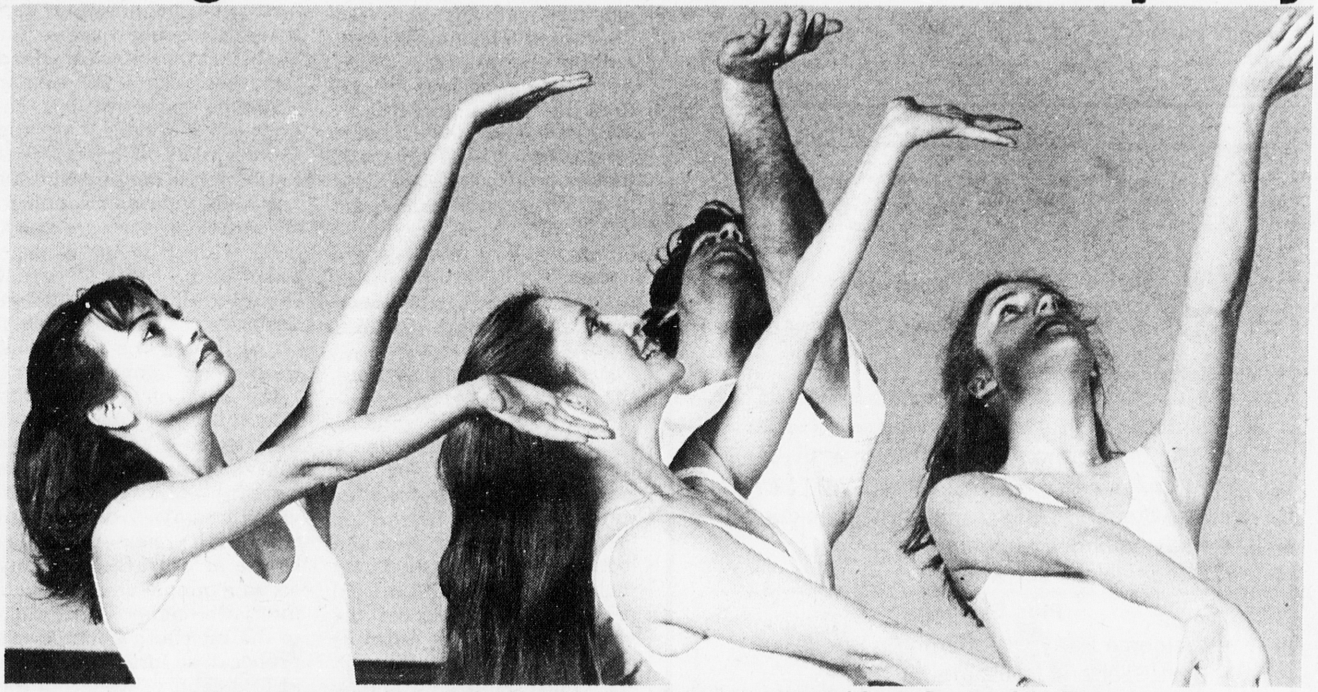
Royal greetings welcome Dance Company

By Katherine Brown '83



(From left to right) Dana Holby, Leslie Turkey, Michael Weaver, and Tanee Perrota of the Dance Company of Middlebury thrill the sell-out crowd in their premiere, at Wright Theater, on Feb. 21.

The Feb. 21 premiere of the Dance Company of Middlebury was a culmination of months of rehearsals and a Winter Term tour of New England for the company. The Dance Company gave an ecstatic performance to the enthusiastic audience that occupied every seat in Wright Theater.

The Dance Company, consisting of Jane Brayton '84, Michelle Castelli '82, Sara Denman '83, Nina Lawrence '82, Lisa Morgan '81, Tanee Perrotta '81, Leslie Turley '83, Micheal Weaver, Kay Wylie, and Dana Holby, Artistic Director, began rehearsals in September, in preparation for their January tour of New England.

Within two, one-week tours, the Company performed at Putney School, Middlesex School, Stonely-Burnham, and the Block Island School, where they enjoyed "royal" receptions. The Company taught classes at the prep schools, and were often interviewed as "celebrities."

In Newport, R.I., the Company performed in a studio, open to the general public. At Connecticut College, the Company performed for a very large audience, which was especially gratifying for the Company since Connecticut College is reputed to have small turnouts for concerts of this kind.

The pieces performed for the Middlebury concert on Saturday represented a variety of styles and ideas, from the whimsical ("U.F.O.'s") to the sensuously elegant ("Meditation"). An ability to play off the music was well-displayed in such pieces as the jazzy "Ragtime," the innovative "High Beams," and the puppet-like, nightmarish "No...".

Many intangible qualities were captured in pieces such as "Loon," a work-in-progress rehearsed during Winter Term, and performed as a special addition to the Middlebury premiere of the Dance Company. "Loon," choreographed with the members of the Company in mind by Dana Holby, presented the audience with a mesmirizing embodiment of wildness.

"Forest of Statues," choreographed by Kay Wylie, was also an entrancing study of repetitive movement and shapes inspired by Wylie's visit to the Chokoku-no Museum in Japan.

Energetic Chapin fills Mead Chapel

By Beth Potier '84

Assuring the audience that they were "being ripped off for a good cause," folksinger Harry Chapin thoroughly immersed himself in his musical storytelling Friday, Feb. 20 in his World Hunger benefit concert at Middlebury. By leading the packed Mead Chapel audience through a rousing session of hand clapping, singing and shouting, Chapin maintained the crowd's high level of enthusiam throughout the entire show and added to the $800,000 the performer raised last year for World Hunger.

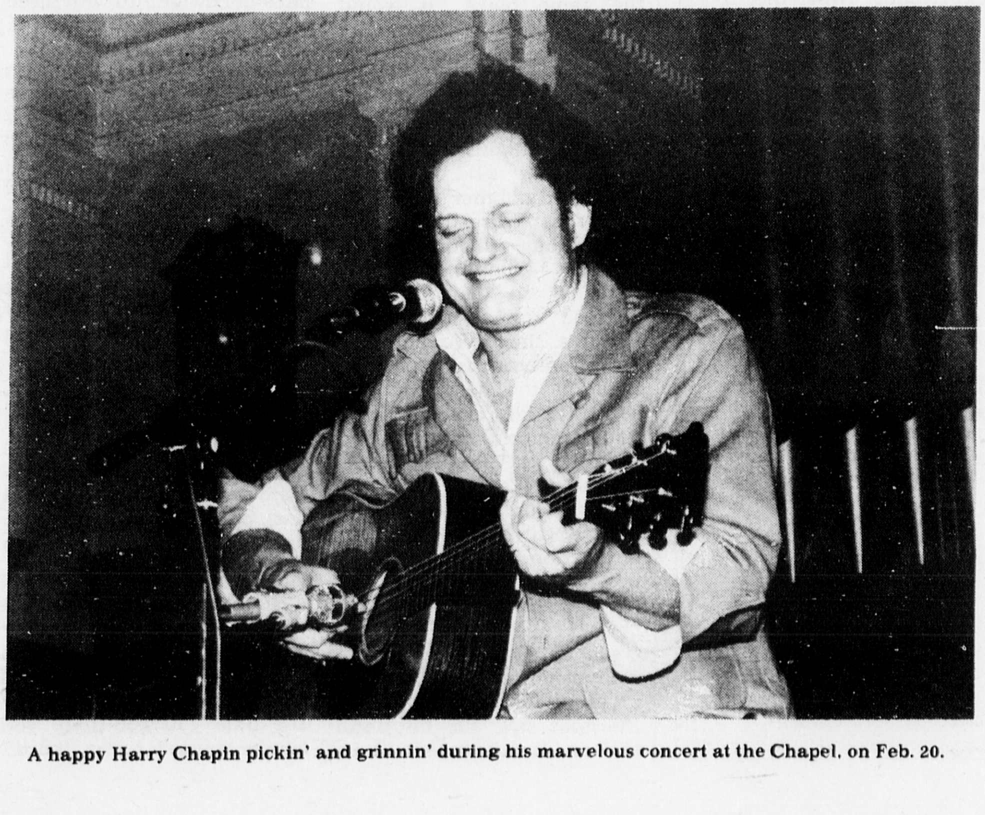
Chapin began his pleasing mix of old favorites, popular hits and new material with "Remember When the Music." Accompanied by the crowd's claps and grunts, Chapin delighted his fans with "Salt and Pepper," a sea chanty from his latest album "Sequel." On "Salt and Pepper," as on many of his ballads, the performer slipped from his spoken narratives to his songs with such fluidity that his tales rarely began or ended merely with the music.

Proclaiming, "Eat your heart out, Eric Clapton," Chapin plunged into an impressive acoustic guitar solo in "Poor Damn Fool," a song written about his wife's ex-husband. In keeping with the same theme, he played the spirited "I Wanna Learn a Love Song." In a long and humorous story preceeding "Story of a Life," Chapin related the development of his life story song.

Although Chapin apologized that his entire band was necessary for "WOLD" at its best, his compensations for the absence of his band made the song one of the evening's most humorous. He then made the transition from the comical to the melancholy with "Corey's Coming."

In "Dancing Boy," Chapin's son Josh accompanied with dancing on stage throughout the song. Josh stayed by his father's side during the hit "Cat's in the Cradle." A singing contest had the sexes battling on the chorus of this tune. Continuing in the father role, the artist sang "Tangled-Up Puppet," the poignant story of his daughter's growing up. Josh reappeared to sing the choruses of "Flowers Are Red," Chapin's ballad against the conformist education.

Chapin showed his versatility as a storyteller as he played "Bummer," the story of a Viet Nam veteran, "Mail-Order Annie," and "A Better Place to Be." Chapin performed all three songs with great feeling and emotion, especially "Mail-Order Annie," for which he stepped in front of the michrophone.



A happy Harry Chapin pickin' and grinnin' during his marvelous concert at the Chapel, on Feb. 20.

Throughout the last three songs, Chapin brought the crowd's energy and participation levels to a peak. His classic "Taxi" was superb and indeed a difficult act to follow, yet "30,000 Pounds of Bananas" outdid any song of the show in terms of frenzied excitement and crowd appeal. While anyone who was unfamiliar with this song as recorded on his live "Greatest Stories" album could have been confused or even frightened at the pandemonium that shook Mead Chapel, the entire audience was soon clapping, singing in the four-part harmony Chapin arranged, and expressing the appropriate opinion of the first three endings to the song.

Chapin ended with "Sequel," his latest hit and the continuation of the "Taxi" story. After a standing ovation and thunderous applause, Chapin returned to voice his opinions on world hunger. He finished the show by walking down the center aisle of the Chapel, leading the audience in "Circle."

There was hardly a person filing out of Mead Chapel who didn't feel as though Chapin had not only entertained them with his songs, jokes and stories, but had also made them a part of an exciting and warming performance.

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Interfaith Center

continued from page 1

tian Fellowship, Hillel, Lutheran Students, the Quakers and the Zen Buddhists, as well as alumni, faculty members, college staff, students and people from the community.

According to the Committee's proposal, the Interfaith Center will include "a sanctuary designed especially for meditation and prayer, a library of spiritual classics, a library of religious music and listening room, a small dormitory, and kitchen and dining space."

The center would be used, the proposal states, by all members of the community "whatever their religious affiliation or lack of it." Although "silence would be the general rule governing life in the center...frequent lectures and workshops on the religious life and spiritual practice," sponsored by the various community religious groups, "would be encouraged." Guest speakers would be housed in the dormitory.

The suggested site for the center is at the north end of Campus, near the observatory, "on campus, but yet removed a little bit," stated Chaplain Scott. He added that although the area near the golf course had been considered, he felt it was "a little far" from the rest of the campus.

The Interfaith Center would be managed by a Board of Directors culled from the community groups supporting and using the center, including College students, faculty and staff. Its daily administration would be handled by a live-in director from the faculty or staff, assisted by interested students. Financing for the Center has not yet been clearly delineated as the proposal for the Interfaith Center "is still in its infancy," explained Gallagher.

Furthermore, by having all of the community's various religious groups gathering in the same place "it would foster...a sense of community (among them). It unites them in a common group," explained Lee Greiner '81. The "spirit" of community among different religius groups "is happening all over the world," Gallagher added. "I think (people are) finding that the various religions have a common experience at the basis of all their different dogmas and doctrines and writings...they're finding that the differences that separated them in the past are only semantic differences. They're finding some striking shared experiences," he continued.

Another function of the Interfaith Center would be to provide a quiet place for meditation and contemplation, and even for a "refuge" from the "day to day encounters"of college life, Gallagher stated. Since in the student dormitories "there is no place for reflexive quiet," Margolis said, the Interfaith Center dormitory would be open for students to stay in for a few nights at a time. Margolis pointed out that in the past, he and Dr. Bruch have used the infirmary, particularly during exams, for students to sleep in. He added that this use of the Center would be one of its more important functions, as the Center would be a "place that didn't have the medical or psychological connotation to it" and that students could use it without "going through the system." He added that the Interfaith Committee has been discussing the possibility of using the Breadloaf Campus for "longer retreats."

The idea of an Interfaith Center is not completely new. "There are a lot of colleges that are making provisions for this kind of thing in various ways" commented Scott, who named Chapel House at Colgate University as an example as a Campus interfaith center. According to the Interfaith Committee's proposal, an Interfaith Center at Middlebury "would for the first time give significant tangible recognition to and celebrate the religious pluralism in the College community. It would also contribute to the increased cosmopolitan orientation that has come to characterize Middlebury despite its rural Vermont setting."

Although the members of the Interfaith committee realize that it may be some time before construction of the Middlebury Interfaith Center can begin, Margolis estimates "three to five years," "The Interfaith Committee regards the proposal as part of Middlebury's development program" for the future, Gallagher asserted. At the moment "the Interfaith committee is pursuing a provisional quiet space for a limited or restricted interfaith program," he continued. This includes a room on campus which can be used for "meditation, quiet, and reflection," Margolis explained.

Nevertheless, the construction of a new center remains the "ideal" for the Interfaith committee, Gallagher insisted. Building such a center at Middlebury, Scott concluded, "would be an important symbol of the College's recognition of the importance of meditation and the quiet life in the midst of and along with the life of the mind."

Winter Carnival

continued from page 1

'81, Administrative Head of Carnival. He noted that the international theme of Carnival will also be reflected in

the costumes worn to the Ball. The Shenandoah Band will provide the music for the Ball.

The theme, selected from among 40 entries, was suggested by Cynthia Strong '81.

For further information and tickets, call 388-2663.

Dr. Bruch entertains the troops

By Andrew Zehner '84

My picture of Medical School has always consisted of four years filled with sleepless nights of studying capped off by splitting a six-pack of Lowenbrau with three other classmates after ten straight hours of finals.

Dr. Frank Bruch, College Medical Director, speaking on "How I Survived Medical School in Cleveland" didn't confirm this conception but did make many interesting points concerning the education and the practices of small town doctors. Bruch spoke to a packed audience on Feb. 22 during Sunday Brunch in Freeman Annex.

Bruch began by asking if every member of the audience considering a medical career would raise his hand. He didn't seem to be shocked that not a single hand went up, and noted that "people are showing more sense."

After graduating from Dartmouth, Bruch waited a year before he enter Case Wetern Reserve Medical School where he explained that "by the time you got there you really wanted to be there." Bruch didn't elaborate on any specific college experiences, but described several of the methods by which he was taught. One such method involved following a pregnant woman around until "she gave issue."

Bruch also had interesting points concerning the manner in which medical schools treat their students. "They didn't want to flunk you out," he commented. "They have more money invested in you then you'll ever pay them back."

If, however, you were doing poorly, it was brought to your attention "that they really had something invested in you and that if you dropped the ball, they'd kill you."

Bruch also talked about the United States Army plan to aid prospective doctors by paying their medical school tuition in return for a certain number of years in the service. He noted that such plans could be very advantageous, considering the high cost of medical school, for example, Harvard Medical School costs $15,000 a year.

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Helen Hammond

Discusses Russian religious situation

By Maria Padian '83

Some people are arresting. They have the ability to hold your attention and charge everything they say with an almost irrepressible enthusiasm. Their energy can be both enervating and contagious.

Helen Hammond '83 is just such a person. Her vitality and interest in people led her to seek an internship this past January at the Institute of Slavic Studies in Wheaton, Illinois. There she had the opportunity to study the current religious situation in Eastern Europe and Russia, in addition to meeting and interviewing two Russian immigrants.

"It made an indelible impression upon me," Hammond stated, "in that I became all the more sensitive and understanding to the tremendous difficulties and complex decisions faced by the Soviet citizens."

Hammond's course included twelve hours of class every week in addition to tape listening, reading of required texts and periodicals, and attending guest lectures and exams.

Her studies revealed much about Soviet life, in particular the "tremendous struggle" for religious faith which many citizens experience. She described the undercurrent of dissatisfaction felt by the Russian religious community, and gave examples of the hardships suffered by those who practice their faith. Hammond also noted that when cases of harrassment escaped to the American media, conditions for the individuals being harrassed were improved.

One Reformed Baptist church in the Soviet Union had been fined, told by the KGB (Russian police) that it couldn't meet, and finally had its building bulldozed. When word of this reached the U.S., the harrassment stopped and the church members were allowed to meet in private homes.

Hammond's account of her interviews with two Soviet immigrants is an interesting and moving one. With her permission, excerpts from it are included below.

* * *

"Soviet persecution for political or religious beliefs became a vivid reality as I came to know two of its victims, Louba Bershadsky and Stan Nasteka. My interviews with these people made a lasting impression upon me. Louba is in her mid fifties and works in the Communications Department of the Slavic Gospel Association. Stan is in his late forties and also works in the Communications Department. Louba has been out of the Soviet Union for ten years, Stan only four years.

"The Soviets either punish or discriminate against anyone with Western or religious affiliations. For example, Louba was an interpretor at the American Embassy in Moscow during the Second World War and became friendly with American officials at the Embassy. After the war she was arrested on charges of suspicion of collaboration with American officials. She had no ulterior political motives. Nevertheless, she spent three years as a political prisoner in Soviet concentration camps and prisons.

> **"The Soviets either punish or discriminate against anyone with Western or religious affiliations."**

"Having been falsely imprisoned for three years, she was then released but given incorrect passport papers that did not allow her to return to her home city of Moscow. Once in Moscow, the officials realized that her passport forbidding her to stay there was incorrect but they refused to change it. As a result Louba was taken to Lubianka (the KGB headquarters in Moscow) and told that it was a mistake that she had received only a three year sentence, that she should have been given a ten year sentence. Thus, she was imprisoned for another seven years during which time she experienced such horrors of Soviet imprisonment as solitary confinement, starvation, illness, hard labor, interrogation, beating and the bitter cold of Siberia.

"During her second imprisonment in 1954, Louba acted as one of the prison mediators for the strike at the camp of Dzhezkazgan, where, even after Stalin's death, the same practice of mass extermination of innocent people continued and prisoners were shot and crushed by tanks. This incident is recorded in Solzhenitsyn's *The Gulag Archipelago*; vol.3. Two years after this ordeal at Dzhezkazgan, Louba was released for lack of incriminating evidence.

> **Hammond also noted that when cases of harrassment escaped to the American media, conditions for the individuals being harrassed were improved.**

"Likewise, Stan Nasteka was a prime example of someone who experienced discrimination because of his family's religious affiliation. Due to his father's profession as a Baptist minister, Stan was expelled from University. Later as an electrician, he was harrassed by the KGB, beaten, unfairly paid, fined, fired, and subjected to tremendous psychological pressure. In addition, his family received numerous threats.

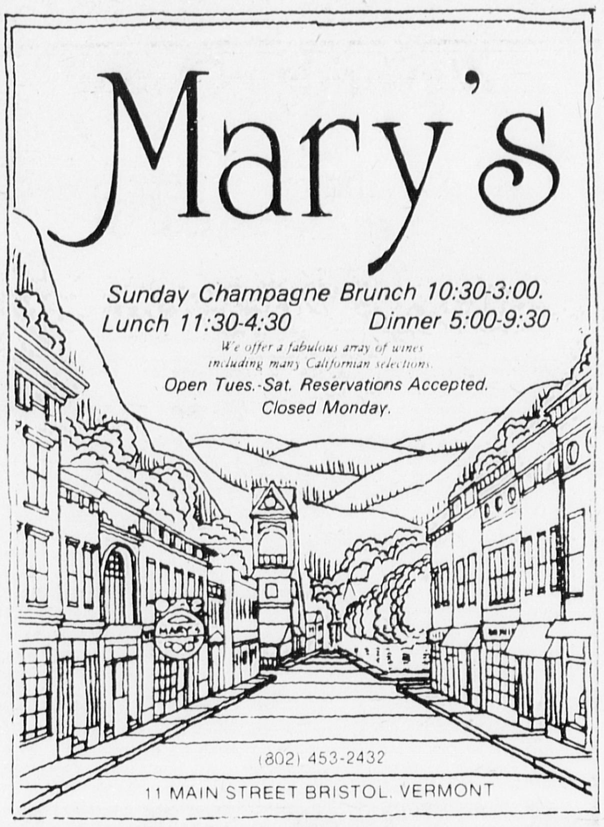
"The results of Soviet oppression drove Louba and Stan to continue their search for justice and freedom. Once released from prison, Louba returned to Moscow to find that her mother had died. She experienced severe estrangement from her husband and children. (Her marriage had been pre-arranged while whe was a ballerina.) Because Louba's experience and those of her family had taken them in opposing directions she was unable to relate to their pro-Soviet stance. The constant bombardment of questions by her family and their lack of understanding about what she had been through was more than she could take. Feeling both disillusioned and dejected she left home.

> **"Having been falsely imprisoned for three years, she was then released but given incorrect passport papers that did not allow her to return to her home city of Moscow."**

"After three years of wandering and living on her own, she met a Jewish man who had a similar desire for freedom. She married him and began application to leave the Soviet Union. For the sake of freedom she was willing to sacrifice her family, Soviet citizenship, and career as a ballerina in the Bolshoi theatre (her career prior to the war) in the hopes of attaining freedom. After a five year struggle with authorities, accompanied by many threats, she and her husband received passports to Vienna and in 1970 arrived in the United States.

"Stan, having grown up in a world of fear and repression because of his faith, sought freedom for his children. More than anything he desired that his children not be forced to become members of the Komsomol (young atheist group) but that they be given the freedom to choose what they would believe. His quest for freedom led him to claim a Jewish grandmother who was actually a gentile. This was possible since the Soviets did not keep records.

"Through my interviews with Louba and Stan, I have learned of the Soviet Union's total disregard for human rights and lives. Having heard about the arbitrary and unjust punishment given Louba as well as the tremendous psychological pressure and discrimination experienced by Stan, I firmly believe that the United States must not only be conscious of what is actually occurring but must do all it can to prevent such atrocities of human rights."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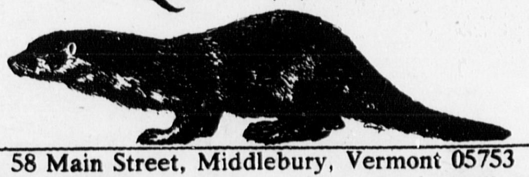
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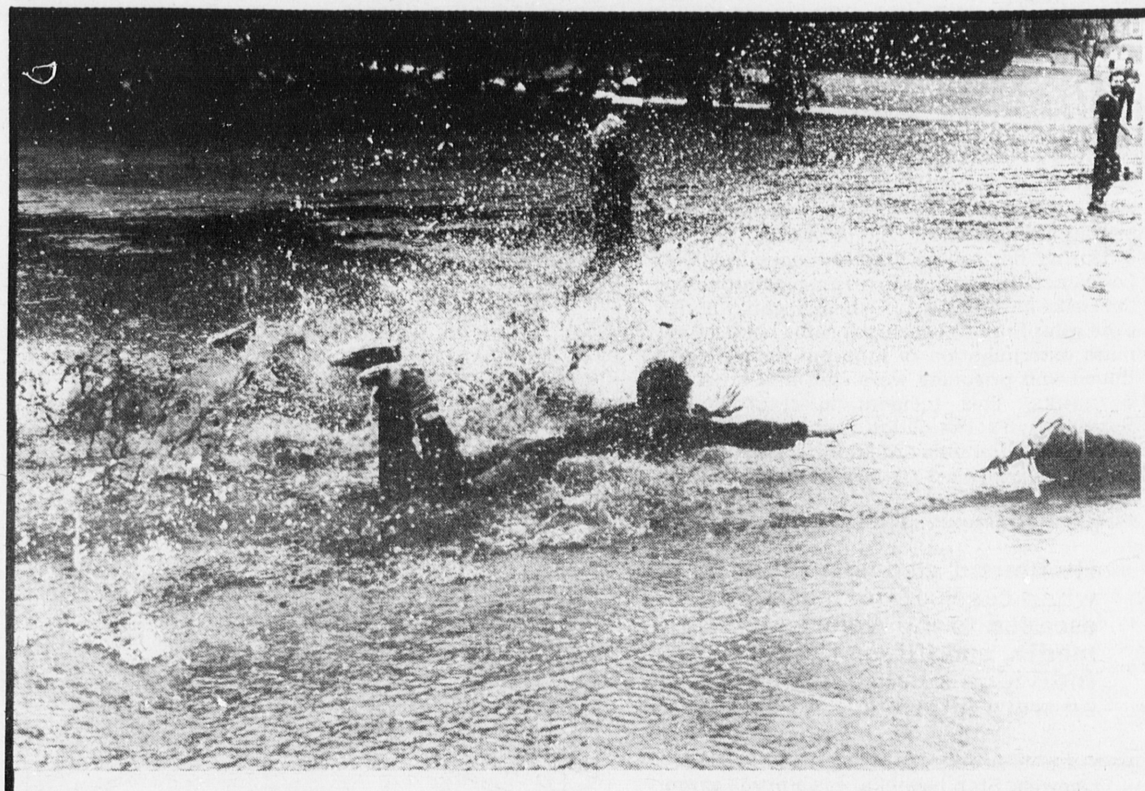

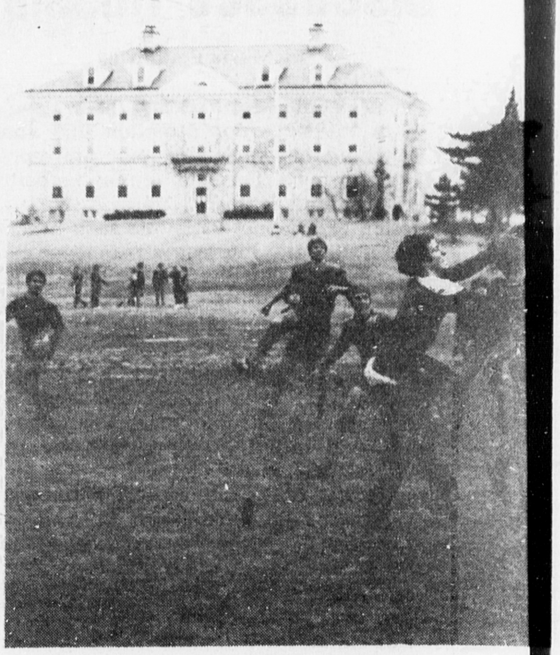

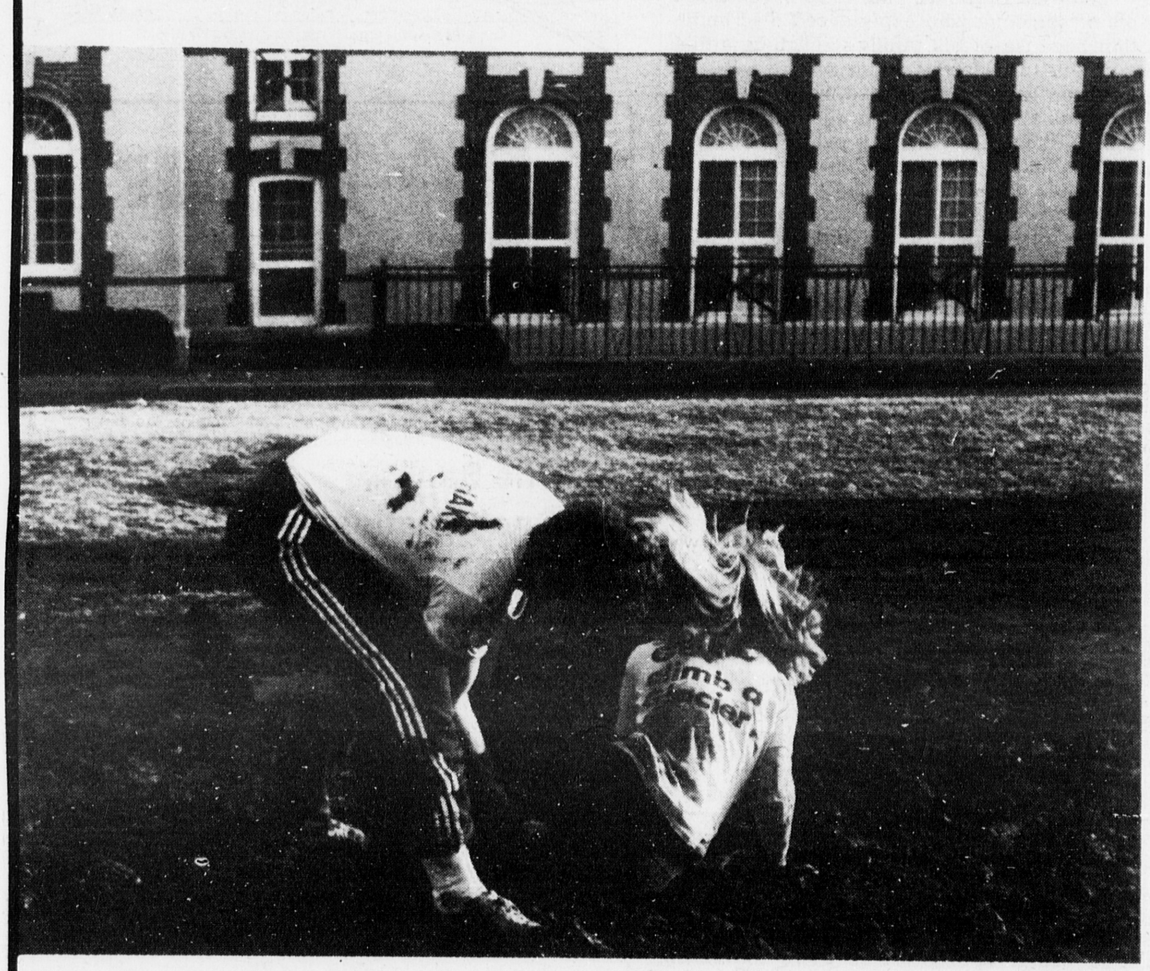
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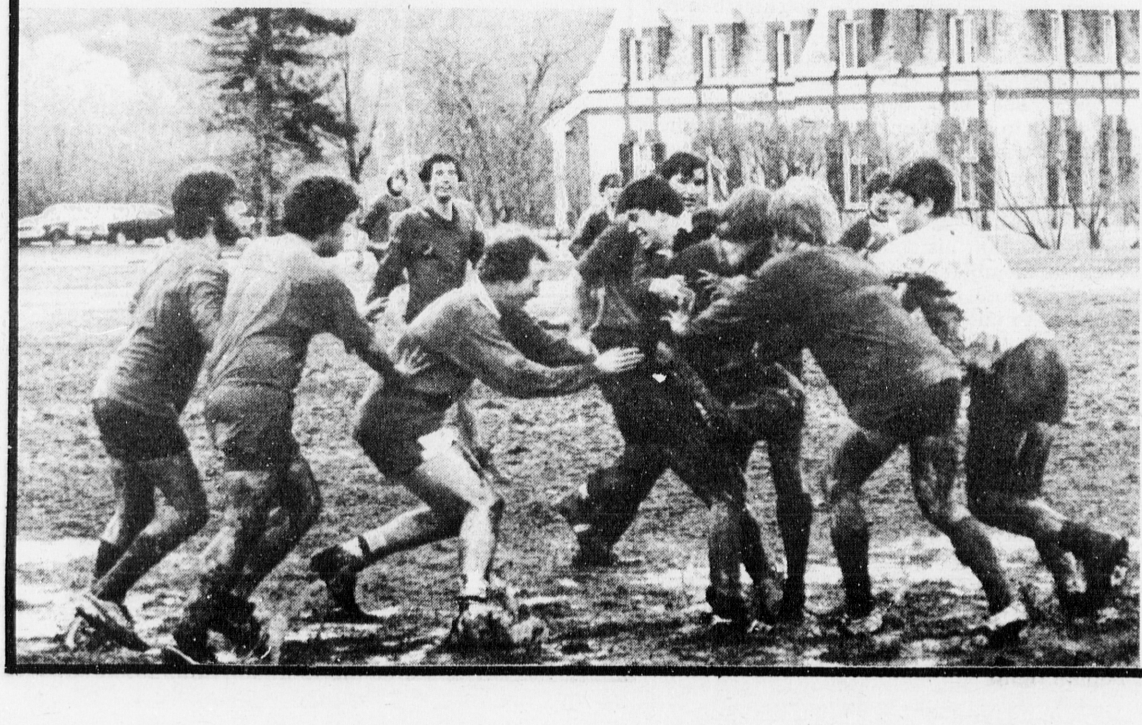

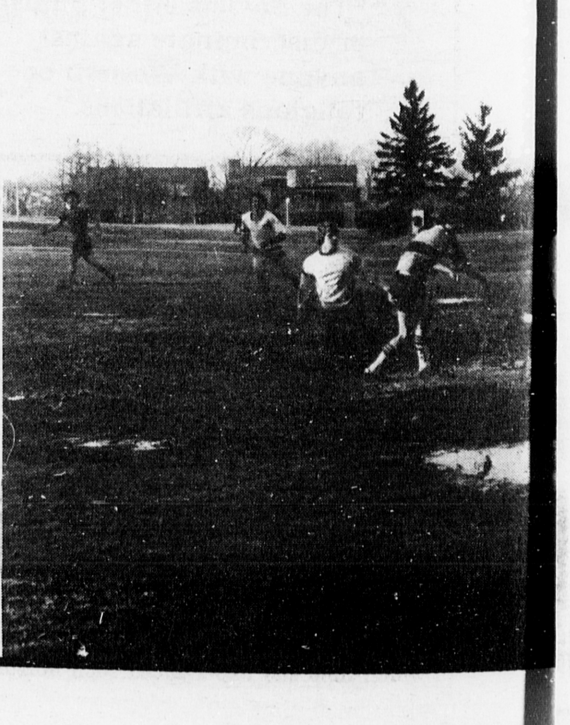

Expanding the Horizons of the Middlebury College Work Program

The Report of a Special College Committee on a College Work Program

I. INTRODUCTION

Early in September 1980 President Robison formed a special College Committee with the charge "to study the possibility of establishing at Middlebury a mandatory job program for all college students." More specifically he directed the Committee to inquire into the following questions:

1. Could a College work program become an effective way of strengthening the sense of shared purpose and social responsibility in the College community?
2. How would a College work program be integrated with the College's financial aid program?
3. Could a College work program provide students with an opportunity to make a significant contribution toward reductions in the cost of operating the College? What effect might such a program have on the comprehensive fee?
4. What effect might such a program have on Middlebury's attractiveness to prospective students?
5. What other benefits besides financial and a heightened sense of community might be expected from adoption of such a program?

The following persons were appointed members of the Committee: Richard Cornwall, Associate Professor of Economics; Michael Corrigan '83; Holly Higinbotham '81; Carroll Rikert, Treasurer of the College; Steven Rockefeller, Chairman, Associate Professor of Religion; Erica Wonnacott, Dean of Students. The President requested that the Committee submit its report at the end of Fall semester, 1980.

In the course of its first few meetings the Committee realized that the matters which it had been charged to consider involved some complex issues and that it could not hope to explore them all thoroughly in the limited period of time which it had to complete its work. It was, therefore, decided that the Committee should adopt the following approach in preparing this report. Its general objective has been to clarify the various issues surrounding the question of a new work program at Middlebury College so as to make possible a focused and productive discussion of the question in the College community. Toward this end the report undertakes to do the following specific things. First, it presents abrief description of the work program currently in operation at Middlebury College. Second, it identifies other educational institutions with mandatory work programs that might be models from which Middlebury could learn, and describes one of these programs, the Berea College program, in some detail. The Committee focused most of its attention on Berea College in Kentucky, because Berea seems to have developed the most sophisticated college work program in the country. Five members of the Committee visited the Berea campus in November. Some research was also done on the work programs at Blackburn College, Warren Wilson College, and the Northfield Mt. Hermon School. Third, the heart of the Committee's report concentrates on what would be involved if Middlebury wished to establish a substantive new work program, and it explores the pros and cons of making this new work program mandatory. The Committee was not able to explore all the details of what would be involved in setting up a new work program at Middlebury, but it has tried to clarify (a) the objectives and benefits that the College could reasonably aspire to realize in and through a new work program; (b) the fundamentals or essentials of such a program; (c) the alternatives related to making the new work program mandatory or voluntary; and (d) what specific questions must be further researched before the College can actually go about setting up a new work program.

The Committee did not regard it as its responsibility to conduct an extensive survey of campus opinion on these issues. It took the position that its responsibility has been to prepare a report for the President that he could use, if he wished, to assist the College community in forming intelligent opinions on this matter. The Committee, however, did in an informal way solicit the views of various representative members of the College faculty, staff and student body in the course of its deliberation.

In conclusion, this report should be read as an initial step in an evaluation by Middlebury College of a possible new student work program.

II. STUDENT EMPLOYMENT AT MIDDLEBURY COLLEGE IN RECENT YEARS

A. The General Situation

In each of the last two years roughly 1,150 students were employed by the College in one or more jobs in the course of the academic year, and roughly 330 of these workers were on financial aid out of a total of roughly 450 financial aid students. Probably another 25 to 50 students are employed off campus by local restaurants and businesses, and 12 students are employed by campus concessions, which brings the total number of students working in the course of an acadmeic year to approximately 1,200 or over 60% of the student body. The average number of hours per week worked by students employed by the College is roughly 5 hours per week, if the patterns of the fall semester 1980 are an accurate indication. Thus approximately 60% of Middlebury's students work an average of 5 hours per week when they work, but at any one time there may only be about one-third of the student body working. (In November 1980, for example, 34% of the student body was working for the College.) Using the statistics available from the fall semester 1980 as a guide, it is roughly estimated that in the course of a year 20% to 30% of the freshmen, 45% to 60% of the sophomores and 65% to 85% of the juniors and seniors will enter College employment. (These figures can be made more precise by keeping track of the percentages throughout the year 1980-1981.) There seem to be enough jobs to meet the current student demand, but there are indications that the scarcity of interesting or challenging jobs discourages some students from working who otherwise would work.

According to the newly created Student Employment Coordinator's Office, there are currently 830 College paid jobs available to Middlebury students. Almost half of these jobs are in the Food Service, and few of them involve supervisory or managerial responsibilities. Most College employers hire students for a certain number of hours per week, there are some seasonal and semester jobs. Many jobs involve only a few hours per week and some are for only a limited number of days or weeks. Most students workers are paid by the College $3.35 per hour (it was $3.10 until January 1981), but a few jobs involved higher salaries. The total College budget for student salaries in 1979-1980 was $424,284. In what follows these matters are discussed are discussed at greater length.

B. Student Jobs and Employment Practices

The 830 College jobs available to students involve a variety of different College departments and types of position and a summary of this information is presented in Table 1.... Among the few jobs that involve supervisory or managerial skills are 15 headwaiter positions, ice rink supervisor, lifeguard and music librarian.

In addition to on-campus jobs there are 16 off campus student jobs funded by College work/study monies (80%) and the employing agency (20%). They include jobs at the Ilsley Library, the Town Manager's Office, the Vocational Center of Middlebury Union High School and the Shannon Street School. The on-campus student concessions, which employ 12 students, include newspaper delivery, production of a desk blotter and birthday cake.

Until this fall Middlebury did not have a Student Employment Coordinator. The Financial Aid Office was responsible for overseeing the hiring of financial aid students and other students applied for jobs with the various College departments employing students. The new Student Employment Coordinator is a half-time position reporting to the Associate Treasurer of the College, and as a result of the creation of this position the College is developing a more organized student employment program. An attempt is now being made to publish job descriptions and to improve the system by which students find jobs.

One of the the few guidelines governing the College's work program is that financial aid students eligible for federal work/study jobs must be hired before other students. No specific jobs, however, are reserved for those on financial aid, contrary to widespread opinion on campus. Financial aid students are usually hired for fall jobs during the preceding spring semester. Other students must compete in the fall for the jobs which are left. These students can apply for jobs either with a specific department or through the Employment Coordinator. It is up to each department to select those students it wishes to employ. This past fall somewhere between 50 and 100 students who wanted to work could not find a job that was satisfactory to them.

Few new jobs have been created in recent years. Small increases in student employment have occurred at the Snow Bowl, Campus Security and the Field House. A significant increase in jobs has taken place in the fraternity houses purchased and renovated by the College. Students are now employed in five of the six fraternity houses in operation as house managers, custodians and maintenance personnel. The house managers report to a College staff supervisor, and the house managers each supervise up to five students.

C. Numbers of Working Students and Hours per Week

At the end of the first month of classes in the fall semester, 600 students were on the College payroll. By the end of the fall semester, 848 students had worked for the College. In 1978-1979, 1,162 students had been employed by the College in the course of the academic year, and in 1979-1980 the total was 1,150. In 1978-1979 roughly 42% of these students held two or more jobs during the year. (See distribution chart in Table 2.)

Some of the 1,162 students working in any one year work a total of only 1 or 2 hours and others work an extraordinary number of hours per week. The number of students working in each department as of November 1980 can be found in Table 1.

Midway through the fall semester 1980 the average number of hours worked per student was 5.2 per week, and student workers were approximately equally divided between those working more and those working less than 5 hours per week. Most of the 110 students who were working less than 2.5 hours per week were employed by the Food Service. There were 75 students working more than 10 hours per week. The total number of hours worked by students is about 3,350 per week.

At the end of the fall semester 34% of the total student body was employed by the College. The distribution of working students by class was as follows: freshmen-17%, sophomores-42%, juniors-62%, and seniors-53%. These figures are based on roughly 600 students working, but since this total will almost double by year's end, these percentages will be much higher when calculated for the year. The Student Employment Coordinator reports in January 1981 that the number of freshmen seeking jobs has increased notably in the new year as freshmen come to realize that they can manage their other commitments and work at a job.

D. The College Budget for Student Salaries

Until January 1981 most student workers were paid $3.10 per hour, although headwaiters earned $3.30 per hour, art models earned $4.00 per hour, and theater accompanyist earned $3.50 per hour. With the recent increase in the federal minimum wage, most of these salaries have been increased. Certain student organization positions and house resident jobs are salaried by month or semester. The standard wage is set $.20 above what the College is required by federal law to pay students.

The 1978-1979 student payroll at the College totaled $383,275, and the 1979-1980 student payroll total was $424,283.92, of which $68,487.00 was funded by federal work/study money. In 1978-79 financial aid students received $158,341 of the total student payroll. Table 3 indicates the earning levels of students, correlating the earnings per student with whether or not the student received financial aid.

The budget for student wages is determined each year when every department makes its overall budget request in January. The department head sends to the Comptroller's office a student employment request for the fiscal year beginning July 1. The latter involves a form which asks what kind of jobs are offered, what the salaries are, and how many students the department wants to employ. When workers have been employed by a department, payroll timesheets are filled out every two weeks and sent to the accounting department. The comptroller, in turn, charges the employing department for the student earnings.

The Director of Financial Aid applies each year for federal work/study funds, sending to the federal government information on the College's enrollment, the state of student employment, and the way in which the previous year's federal work/study funds were used. There are federal guidelines on how work/study money may be spent. For example, it must be used to pay 80% of the salaries of students with demonstrated financial need and the College or employing agency must pay the other 20% of the salary. However, it has been up to the discretion of the Director of Financial Aid to decide how many and exactly whichfinancial aid students will receive salaries financed by work/study funds. The majority of financial aid students are not currently the recipients of federal work/study funds. The funds themselves are limited, but many financial aid students elect not to work during the academic year, but rather to work during the summer and/or take out student loans. In general the Director of Financial Aid seeks to find jobs funded by work/study funds for all those students with the greatest need who are able and willing to work. For the year 1980-81 the College has received $74,000 in federal work/study funds and to date 166 students are the recipients of these funds out of 450 students on financial aid. A total of roughly 250 financial aid students are working on campus this year, but this figure will probably rise to about 350 students by year's end.

III. WORK AT OTHER INSTITUTIONS

The Committee discovered three colleges which have significant mandatory work programs: Blackburn College in Illinois, Warren Wilson College in North Carolina and Berea College in Kentucky. Committee members decided that the Berea program was the most highly developed and it was studied in depth.

Berea is a college of 1,500 students in Berea, Kentucky, where students do not actually pay tuition and all must sign a labor contract each year committing them to work a minimum of 10 hours per week every semester with modest pay. At Warren Wilson College the required minimum is 15 hours per week, and at Northfield Mt. Hermon, a coeducational secondary school, the requirement is about five hours per week. Berea believes on the basis of its extensive experience and studies at other colleges that students who work from 10 to 15 hours per week are not adversely afected in their efforts to meet academic, athletic and extracurricular commitments.

The work program at Berea is directed by a Vice President for Labor and Student Life which is one of five vice presidents. Reporting to the Vice President for Labor is as Associate Dean for Labor and Financial Aid whose office directs or coordinates three activities which are closely interrelated at Berea: Career Development and Placement, Financial Aid and the Labor Departments, of which there are roughly 100. Thelabor departments include academic departments, student industries and various College offices. The Assoicate Dean's office is staffed by three full-time professionals and 15 students who handle student labor records and the student payroll. The Associate Dean coordinates the labor program but he does not directly run it. Management is decentralized and handled by the 100 labor departments who hire the most qualified students that they can attract and who supervise and evaluate their work. The Director of Career Development and Placement is also the student job placement coordinator for the labor program.

Jobs available to students at Berea are classified according to level of responsibility, skill and experience required in accordance with a stand classification system. There are five grade levels of job and Berea clearly formulates what a student can expect to learn working at a job classified, for example, as Grade 2 or Grade 3. The labor program at Berea has significant educational as well as social, moral and financial objectives. Freshmen are assigned to a year-long job which is usually a Grade 1 job; but in each subsequent year they participate in a campus-wide job hunt during which they peruse want ads, attend job interviews, and weigh offers of responsibility and higher pay from various departments. Rewards of increased responsibility, challenge and higher pay act as incentives for students to work their way up the ladder of jobs rated Grade 1 to 5. Students are not required nor urged to take jobs in their major departments, although

The Report of a Special College Committee on a College Work Program is printed here in its entirety at the request of President Olin Robison. The cost of publication has been absorbed by the College — no Student Activities Fees were used.

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vocationally oriented majors such as business or industrial arts as well as majors such as drama, chemistry and foreign languages lend themselves well to coordination of work and academics. Among Berea's labor departments are a number of student industries including a pottery factory, furniture factory, farm, weaving business and village inn. Leadership positions in some extracurricular activities are salaried positions in the work program. As a guideline in this matter, Berea gives labor program credit and a salary to students who are responsible for organizing activities or have substantial administrative responsibilities.

All faculty and staff at Berea serve as labor program supervisors at one time or another and about 150 students also supervise and evaluate the work of other students. Each department has a labor superintendent as well as other supervisors. In the fall the supervisors attend an orientation program and during the year they are involved in periodic workshops. Members of the faculty and members of the non-academic staff who supervise students belong to the General Faculty, which meets regularly to discuss the labor program and develop appropriate guidelines and policies.

Integral to the labor program is a highly developed system of evaluating student performance and learning in each job, and completed evaluations are added to student dossiers. A Labor Grievance Committee exists to hear complaints and resolve conflicts between students and supervisors. An effort is made to handle disciplinary problems within each labor department. Problems which are not resolved there are brought to the Associate Dean's office and an attempt is made to resolve the problem through counseling. If this method fails a student may be put on probation or suspended.

The labor program has its own separate budget established my multiplying the number of student workers by the average number of hours worked (12 hours per week) by the average student wage ($1.27 per hour). In 1980-81 the labor budget was set at roughly $1.3 million. This budget is funded from the following sources: $650,000 or 50% from federal work/study funds; $300,000 from revenues generated by student industries; $100,000 from recycled monies from student fees; $60,000 from contracts with local non-College agencies employing students; and $190,000 or 15% from general institutional funds. These figures indicate that the net cost to the College of the Labor Program is relatively small, but Berea receives a very large federal work/study grant each year. The Associate Dean for Labor makes budget allocations to the competing departments in response to their annual requests for funding for student jobs. More job positions are authorized than there are students so that the demand is greater than the supply. Any labor funds which a department does not spend in the course of a year must be returned to the general labor budget at year's end.

Students are Berea are paid an hourly wage that ranges from $1.00 to $2.12 depending on the grade level of the job and other factors. Since these wages are well below federal minimum wage standards, Berea credits on its accounting books each working student with $1,700 towards a tuition of $4,900. The rest of the student's tuition is paid out of income from the College's endowment. The $1,700 represents the approximate difference between the student's annual salary and the federal minimum wage for students, and Berea's tuition fee exists primarily as an accounting device to satisfy federal regulations. Vice President for Labor William Ramsay, noted that the labor program benefits the College financially in three ways: (1) essential services are performed by students at less than the minimum wage; (2) the student industries and businesses generate income; and (3) the labor program succeeds in making the College especially attractive to donors. Berea has an endowment of $70 million.

Some of the basic principles by which Berea officials administer the labor program are as follows. When a new job needs to be filled, they first ask, "Could it be done by students?" — even if efficiency must be sacrificed. Faculty members are hired with the understanding that they will support the labor program and act as supervisors, and dedication to the work principle begins with the trustees. It is assumed that students can be trusted with confidential information and important responsibilities in the operation of the College. If student employees do not show up, work does not get done. "Make-work" jobs do not exist. Even though the student industries rarely make a profit, there revenues usually do cover wages and other operating costs and in most cases they were created to meet a genuine College or community need.

Ramsay commented that the most significant shortcoming in Berea's labor program is that it has not succeeded in realizing the full educational potential of the labor program, and he would like more assistance from the College's faculty in achieving this end. Students at Berea seem to be satisfied with the labor program, but there appears to be a widespread feeling amongstudents that College fund-raising literature on the labor program paints a misleading picture of Berea students as impoverished backcountry young people. Ramsay also noted that Berea had allowed the labor program to crowd out volunteer activities to too great an extent. Warren Wilson College has a community service repuirement as well as a mandatory labor program, but requiring community service may not actually foster a readiness to volunteer one's services.

The Berea program was especially helpful in giving the Committee a sense of what a fully developed College work program involves, and the Committee drew upon some of the thinking in *Policies and Procedures of the Berea College Labor Program, 1979-1980* in formulating its ideas about a possible work program at Middlebury for Part IV of this report. There are significant differences between Middlebury and Berea. Berea was founded many decades ago with a mandatory work program as an integral part of its original liberal arts program, and it has had many years to develop substantive jobs for all its students. Unlike Middlebury there are at Berea vocationally oriented courses and majors. There are also some differences in the types of students attending these two institutions. Therefore, even though Middlebury can learn from Berea's program, it must in the final analysis develop its own program suited to its particular situation.

Here it should be mentioned that the Committee did not investigate the work programs at colleges like Antioch where academic credit is given for work done in jobs on and off campus. The Committee regarded this type of program as different from the kind it was asked to consider. Also, while it has been much concerned with the educational value of work, it has not been led to believe that Middlebury should offer academic credit for work performed at jobs beyond what is already being done by the College in winter term. However, it may well be that Middlebury could learn something from institutions like Antioch which have been concerned with assisting students in realizing the educational potential in work experiences. If the recommendations of this report are adopted, further research should be done in this area.

IV. A NEW WORK PROGRAM AT MIDDLEBURY COLLEGE

What are the possibilities for a new work program at Middlebury College? Should such a work program be mandatory? In this section of the report, the Committee endeavors to answer these questions.

Before it is possible to consider the advantages and disadvantages of a mandatory program it is necessary to have a clear idea of the kind of work which might conceivably be made mandatory. The Committee, therefore, devoted most of its time defining the general characteristics of such a program. Thinking in very general terms there are three alternative approaches which the College might adopt in expanding and developing its work program.

1. The College might undertake to establish a major new work program with a great variety of job opportunities involving important educational, social and financial objectives and benefits. This type of program would require of students and the College community a significant commitment of time and energy.

2. The College could establish a cooperative dormitory program which would be a very limited new work program involving students in performing certain maintenance work and custodial services in and around the dormotories. This type of work program woud not involve time-consuming jobs for students, would have some limited educational and social benefits, and could contribute toward reducing College operating costs.

3. Implementation of both alternatives is a third option.

There are, of course, other alternatives, but the Committee identified these three as the most attractive possibilities. The first alternative mentioned above is the most challenging and it could have a major impact on the future of the College. The Committee, therefore, concentrated its efforts on trying to determine the objectives, benefits and essentials of a major new work program.

A. Objectives and Benefits of a Major New Work Program

The following lists the educational, moral, social and financial objectives which should be the goal of a major new work program at Middlebury College. Each of these objectives identifies a significant contribution which a well-run program might be expected to make to individual students and to the College community as a whole.

1. Educational

a. To enrich the educational experience at Middlebury by providing students opportunities to develop:

- good basic work habits and attitudes;
- an understanding of personal talents, interests, and limitations;
- the ability to solve practical problems, exercise creativity and initiative, and assume supervisory and managerial responsibilities; and
- technical skills.

b. To increase opportunities for students to relate theory and action, academic work and the practical application of ideas. It may be possible in many disciplines for faculty and students to devise jointly work projects which reinforce and complement existing scholarly pursuits. Such projects might add a depth of personal involvement and shared student-faculty commitment that would greatly enhance our present curriculum.

c. To establish in students a habit of doing and thinking, acting and reflecting, serving and learning that carries on into later life.

2. Moral and Social

a. To provide opportunities for service to others and to the community through work and thereby to foster in the College community a strong sense of social responsibility and common purpose. By involving more students in the daily activities required to maintain the physical plant and to operate the College, a work program would increase student appreciation of and identification with the major human effort needed to take care of the College and make it function well. Out of this shared experience would grow a greater sense of community than presently exists on the campus.

b. To sustain and promote a democratic community culture in which everyone works regardless of his or her economic or social background.

c. To provide students and members of the faculty and staff and, to a lesser extent, townspeople, with the increased opportunities to know, work with, trust in and learn from each other.

3. Financial

a. To provide students with — and encourage them to take advantage of — self-help opportunities to pay for part of the cost of their college education.

b. To enable students to make a contribution toward reductions in the cost of operating the College at a time of rapidly accelerating expenses in higher education.

B. Essentials of a Major New Work Program

Certain principles must guide the establishment and management of a major new work program and certain things must be achieved by the College if the objectives in the preceeding section are to be realized. These essentials of a substantive work program are presented under four headings: educational and moral principles; financial requisites; admintrative reqirements; and necessary community support.

1. Educational and Moral Principles

a. The work proigram must be organized and supervised in such a way as to maximize the opportunities in each job for a significant experiential learning by student workers. Achievement of this end will require, among other things, that student workers with the aid of supervisors engage in systematic reflection on their work experience including their interactions with fellow workers, supervisors and others.

b. The jobs in a student work program must involve real work as distinct from make-work, that is, the work must involve services that make a significant or necessary contribution to the operation of the College or some other organization or institution. Only if this is the case can students be expected to take their jobs seriously, to be highly motivated to do a good job, to learn from their work experience, and to get the satisfaction of being depended upon.

c. A work program must include a wide variety of jobs so that the program offers students diverse challenges and different kinds of opportunities for learning and growth. In this way the needs, apptitudes and interests of students, which vary a great deal, can be effectively met.

d. A minimum number of hours of work per student per wek (or semester or year) would have to be established (for example, 8 to 10 hours per week), but given the great variety in student schedules, there must be flexibility in how or when students fulfill the minimum in the course of each semester or year. The minimum established must involve sufficient time to permit students to accomplish something substantive, which is important if both the worker and supervisor are to have a positive attitude toward the work program and if learning is to occur. Studies at other colleges indicate that students who work 10 to 15 hours per week do as well academically as those who do not work.

e. In addition to the requirement of a minimum number of hours of work per week (or semester or year), there must be a requirement that the tasks undertaken by students be done and done well. In other words, a work program must insist on high quality performance consistent with general College standards.

f. Able, well-trained supervisors are necessary if student work experiences are to be learning experiences and if high quality work performance is to be achieved. Good supervisors can make even seemingly uninteresting work a valuable learning experience. The role of supervisor must be well-defined and must be viewed as an important responsibility in the College. As the work program expands, many supervisors will be needed, and both faculty and staff and also highly qualified students could serve as supervisos. Supervisors should be responsible for developing clear job descriptions and submitting written evaluations to each student worker and for each student worker's permanant College record. Workers should also submit written evaluations of supervisors.

g. A significant element of freedom of choice for both students and employers must be at work in the program in order to develop responsibility and to maximize student interest in jobs and the learning potential in job experiences. Students must have some freedom to choose their jobs and employers must be free to select the most qualified students among those who apply to them for a job. It may, however, be necessary to require freshmen or persons taking jobs for the first time to perform well in an assigned job before they are permitted to apply for other positions.

h. The work program must be designed so as not to impair the vitality and quality of Middlebury's academic program, athletic program and major extracurricular activities. Introduction of a new work program would undoubtedly cause some changes in patterns of student participation in such activities, and students would have to budget their time more carefully than at present.

i. A work program must not have the effect of undermining the tradition of volunteer work. Opportunities for volunteer work must be preserved and encouraged as volunteerism is as important a social value in a democratic society as responsible performance in a paid job. Clear guidelines must be established with respect to jobs that should remain unpaid volunteer work.

2. Financial Requisities

a. A College work program must be financially viable. This means that a work program should not impose a significant new financial burden on the College. A substantive new work program might well be established without imposing a significant new financial burden on the Colege by financing the work program budget from: allocations from the general College budget to cover salaries of students performing necessary services; savings to the College derived from use of student labor; federal work/study funds; revenues from any College industries staffed by students; and the income from special endowment funds contributed in support of the work program. With special reference to the last point, Berea College has had a great deal of success in raising funds to support its labor program.

Table 1
On-Campus Jobs as of 10/24/80

No.	Employer	Types of Positions
375	Food Service	Bussers, servers, dishroom, clean-up, Crest Room; 15 supervisory
100	Academic Departments	Office assistants/research assistants (20), lab/teaching assistants (40), grading/teaching assistants (20), theater production assistants (10), discussion leaders (French) (5), slide library assistant and models (Art) (5)
75	Field House/Athletics	Intramurals supervisors and officials (20), lifeguards (15), field house monitors (15), ice rink maintenance (10), linesmen/spotters for games (5), ticket takers/sellers (5-10), training and equipment rooms (5); many of these are seasonal; 10 supervisory
45	Starr Library	Circulation, reserve, and reference desks, shelvers, assistants in Special Collections, Serials, Cataloging
35	Campus Security	Dispatchers, dorm patrol
25	Post Office	Mail sorters and carriers
20	Campus	Typists, deliverers, a few managers
20	Student Activities	Info desk, office assistants
15	Music Library	Circulation Desk
15	Sunderland Lang. Center	Language lab and A-V assistants
15	Fraternities	Maintenance
15	Admissions	Reception desk assistants, tour guides
5	Data Processing	Computer assistants, programmers, keypunchers
5	Johnson Gallery	Gallery assistants, guards
5	Alumni Relations	Office assistants (more students hired during special events)
5	Development	Office assistants
5	News Service	Sports reporters/statisticians
2	Placement Office	Office assistants
1	Chaplain's Office	Carilloneur
1	Infirmary	Housemother relief
1	Student Employment Office	Office assistants
1	Breadloaf	Grounds (seasonal)
1	Golf Course	Grounds (seasonal)
1	Bookstore	Office assistant
1	Concert Series	Coordinator
800*		

*Since this list was prepared, the Student Employment Coordinator reports that 48 additional jobs have been added.

Table 2
Student Employment at the College By Number of Jobs and Earnings, 1978-1979

Number of Jobs Held

Earning Level ($)	1	2	3	4	5	6	7	10	TOTALS
0-100	297	51	7	3	—	—	1	—	358
101-300	218	108	35	18	1	—	1	—	381
301-600	98	82	30	13	5	2	—	—	230
601-1,000	39	42	23	10	3	1	—	1	119
Over 1,000	21	20	17	2	3	6	—	—	69
Totals	673	303	112	46	12	9	1	1	1,157*

*5 students unaccounted for.

Table 3
Number of Student Employment Opportunities Held at the College
1978-1979

Earning Levels ($)	Financial Aid	Non-Financial Aid	TOTALS
0-100	73	287	360
101-300	88	292	380
301-600	77	156	233
601-1,000	69	50	119
Over 1,000	30	40	70
Totals	337	825	1,162

b. All jobs which are part of the student work program should pay a salary of at least equal to the federal minimum wage, and there should be opportunities for wage increases. This practice will serve as an important incentive to employers to make work substantive and to employees to do their work well. If all students in the work program are not paid a wage, it becomes necessary to create special paid jobs for financial aid students. It would be best to eliminate any such distinction between those on and those not on financial aid. Since the experience of College employers elsewhere is that part-time student workers are about 80% as productive as full-time paid employees and since benefits and FICA taxes will not be paid on student salaries, it appears financially practicable to pay students at least the minimum wage.

3. Administrative Requirements

a. Responsibility for overall direction of the work program must be fixed and fixed at Presidential Staff level in the College administration so that the interests of the work program are represented when major college policy matters are being discussed.

b. The overall director of the work program must put special emphasis on the educational dimensions of the work program and coordinate a new College effort to educate all supervisors and the College community as a whole on the nature, methods and value of experiential learning in work situations.

c. The program must be designed so as to provide workers and supervisors with clearly identifiable incentives for becoming active and creative participants in the program. Such incentives may be educational, social and/or financial.

d. Non-academic work program supervisors from the staff must have equal participation with academic personnel in deliberations on overall College policy and practice pertaining to the work program and equal access to the President, and, through the President, to the Trustees on such matters. A successful work program importantly hinges on developing a staff of well-informed, highly motivated and able supervisors who have the respect and support of the College community, and implementation of this principle is necessary if this is to be achieved.

e. The overall director of the work program must insure that the student pay scale and promotion system in the work program are fair and are so perceived by the participants in the work program.

f. All faculty and staff, when joining the College, should be given the clear understanding that it is the normal expectation that at appropriate times and in appropriate situations they will act as supervisors.

g. If the educational and social objectives of the work program are to be realized, it is necessary that participants in the program be able to meet together or in smaller groups on a regular basis to work out matters related to the program. Toward this end it is important to identify a time in the regular College schedule which would always be available for this purpose and during which other commitments, activities and events would not be scheduled. For example, an hour could be set aside in the weekly schedule of the College for this purpose.

h. There must be at least as many jobs available as there are student workers if the opportunities and benefits of a work program are to be widely shared and the financial aid students are always to be able to find the jobs they need. At this writing about 848 students are presently employed in College jobs averaging about 5 hours per week. These figures indicate that hundreds of new jobs must be found for students if a substantive work program is to be created involving all or even a large portion of all students. Toward this end the College should adopt the guideline that additional non-students would not be hired to do any job which students can perform.

i. It must be recognized by all concerned that the conditions of employment for student workers are differnt from the conditions for other employees. Students do not receive fringe benefits, are necessarily part-time employees, and require special scheduling flexibility.

j. Penalties for failure to fulfill work program responsibilities must be established to give integrity to the program.

k. Procedures for handling student grievances related to the work program must be established as a way of insuring the equitable treatment of all participants.

4. Necessary Community Support

a. The work program must have the support of the President of the College and the Board of Trustees.

b. The work program must merit the respect and support of the non-participating as well as the participating faculty and staff. Such support must include a readiness to trust students as able and willing to perform duties essential to the operation of the College and a readiness to adjust to the special circumstances created by the employment of students.

c. The students must be convinced of the educational, social and financial value of the program, or at least be sufficiently convinced of some of these values so that a significant majority feel that there is merit in the undertaking. Without sustained student support, it would not be possible to get the program off the ground.

C. Objectives and Essentials of a Cooperative Dormitory Program

In addition to the substantive new work program just outlined, the College could introduce a cooperative dormitory program of the following nature. The students in each dormitory could be involved in cleaning bathrooms, corridors and social spaces as well their own rooms and mowing lawns, raking leaves and shoveling snow in the area around the dormitory. The students performing these tasks, which would not involve any one student in a sugnificant commitment of time in any one semester, should not be paid. There could be paid student supervisors or organizers who hold jobs in the major new work program, but students in the different dormitories should be encouraged to develop their own management systems. College staff would provide guidance to student organizers and periodically inspect the work being done in and around the dorms.

Currently an arrangement of this nature has been successfully introduced into several of the renovated fraternities except that student performing janitorial and custodial services are being paid. At Berea College students living in dormitory suites must clean their bedrooms, social space and bathroom. They are not paid and are fined if their work on inspection is unsatisfactory. This alternative has appeal in part because it involves students in caring for their living environment in a way comparable to what is done by every faculty and staff family in and around their home. It would, of course, be possible to extend this kind of cooperative dormitory program to the maintenance of classrooms, to the dining halls, or elsewhere. However, the Committee believes that the principle of working without pay is best applied to a student's immediate living environment and to jobs that are not time-consuming.

This type of cooperative dormitory program would have some social benefits such as are mentioned in IV, A, 2, a., would provide an opportunity for students to experiment with various methods of management, to acquire good work habits, and it has potential to generate significant financial savings in operating the College. The essentials for the cooperative dormitory program would involve well-trained student supervisors, staff directors willing to adjust to the problems associated with student custodial and ground maintenance workers, clearly defined standards of acceptable work and enfrcemant of these standards through an appropriate system of penalties, and a cooperative attitude among students.

It is sometimes suggested that if students had to maintain their own living environment, there would be less destructive behavior among students in the dormitories. It would be a mistake to think that the proposal just set forth would automatically have this effect, but if adopted, it could influence in a postitive way a change in the student attitudes that lead to destruction or stealing of dormitory property and related problems.

A cooperative dormitory program of the kind proposed here could only be effectively implemented if it were mandatory for all students, and the question of mandatory versus voluntary program is taken up next.

D. Mandatory or Voluntary Program?

In his charge to the Committee, the President asked that it investigate specifically "the possibility of establishing a mandatory job program for all College students." First, in considering this issue the Committee arrived at the conviction that the full advantages of the proposed new work program will be realized only when there is 100% participation in the program, and it, therefore, recommends that 100% participation should be the goal of the new work program. 100% participation is paricularly important if the new work program is to accomplish the moral and social objectives and benefits outlined in IV, A, 2. Second, the majority of the Committee concluded that the College should not — at least at the outset — pursue the goal of 100% participation by making the work program mandatory; rather, the new work program should be phased in gradually over a number of years and participation in the program should be voluntary. The Committee has taken this position for the following reasons. It believes that a number of benefits to students and the College as a whole can be realized by introducing the proposed new work program, but that the College needs time to educate itself further on the advantages and disadvantages of making participation mandatory. There is also the practical problem that a mandatory program would require substantive jobs for all students and the College would find it extremely difficult to create this kind of job program within one, two or even three years. Indeed, if by mandatory, 100% participation is meant that every student works every semester, it would be impossible to develop a mandatory program within the next few years.

This last comment about the definition of the meaning of 100% participation introduces a further issue that the Committee explored at some length. There are various ways of defining 100% participation, and the goal of 100% participation can be pursued through either or both of the two different types of work program discussed in IV, A, B and C, and these programs can be either mandatory or voluntary. The Committee identified seven options that merit careful consideration by the College. It is also possible to start out with one option and then at a later date to adopt another. These seven alternatives are as follows:

1. *Mandatory participation in a major work program by every student for a minimum period of time, such as one, two or three semesters.* 100% participation may be defined as each student working at a paid job in a major new work program (IV, A and B) for a prescribed number of hours per week (or per semester) for a limited period of time such as one, two or three semesters or longer, and such participation could by a requirement for graduation. At least one member of the Committee believes that the new work program should be launched with this kind of mandatory component.

2. *Mandatory participation in a major work program by every student on campus every semester for four years.* 100% participation may be defined as every student working at a paid job in a major new work program (see IV, A and B) for a prescribed number of hours per week (or semester or year) every semester or year that the student is on campus, and such participation could be a requirement for graduation. This is not a feasible alternative in the near future, because the College cannot in a short time create the number of jobs such a program would necessitate. Furthermore, the Committee believes that more information on and actual experience with the educational value of experiential learning are needed before a sound judgment can be made on the merits of such a requirement at Middlebury. It may be that this kind of mandatory program would create for some students some semesters undesirable pressures and conflicts when, for example, they are pursuing a particularly demanding academic task, varsity sport, extracurricular activity or volunteer project. A new work program at Middlebury may require more flexibility than this approach allows. The Committee does believe that the major objectives of the proposed program can be well, even if not perfectly, served by large numbers of students working at jobs in the program for less than their four years at the College.

3. *Voluntary participation in a major work program with jobs available for those who seek them.* Participation in a major new work program (see IV, A and B) could be entirely voluntary. All work program jobs would be paid and involve a prescribed number of hours per week (or semester or year). 100% participation would under such circumstances be pursued by an effort to make the program attractive enough so that all students would choose to participate during their college career for some minimum period of time. During the phasing in of this new program some College jobs outside of the new program would continue to be available to students. The majority of the Committee favors this approach at the outset for reasons already cited.

4. *Mandatory participation by all students every semester in a cooperative dormitory program.* 100% participation could be defined as every student participating without financial compensation in a cooperative dormitory program such as has been proposed in IV, C, and such participation could be required. Such a requirement would not involve students in time-consuming jobs with the exception of the student organizers or supervisors, who could have paid jobs in the major new work program. The Committee unanimously recommends adoption of a mandatory cooperative dormitory program of the kind outlined.

5. *Adoption of both Options 1 and 4.* One member of the Committee favors this alternative.

6. *Adoption of both Options 2 and 4.*

7. *Adoption of both Options 3 and 4.* The majority of the Committee recommends this approach.

In connection with its deliberations over the merits of mandatory versus voluntary programs, the Committee considered the impact of a mandatory and a voluntary new work program on College admissions. The Director of Admissions advised the Committee that he and his staff are of the opinion that adoption of a major mandatory work program would probably have the effect of discouraging a number of potential students from applying or attending the College, but that a major voluntary work program would be an additional attractive feature of the College to prospective students. The Committee believes that while a major mandatory program such as is suggested in options 1 and 2 above might discourage the interest of some potential applicants, it would also serve to attract others. There would probably be no drop in applications, but there woud be some change in the type of person who applies. The Committee doubts that a cooperative dormitory program would have a significant negative impact on admissions, and it could become a plus if well-managed.

In conclusion, the Committee does believe that some form of 100% participation by students in the proposed major new work program is a desirable goal for the College. It recommends that this new program be phased in over time and the majority believes that at the outset participation in the new program of paid jobs involving a specified number of hours per week (or semester or year) should be voluntary. Just how the goal of 100% participation should be defined and whether or not the College should at some point in time endeavor to achieve this goal by making participation mandatory are in the Committee's view matters that should be decided in the future when the College has had some substantive experience with a new work program at Middlebury. The Committee also recommends that the College should adopt the cooperative dormitory program which has been outlined. Further study will be required in order to determine just how best to implement this program.

E. Financial Implications and Impact on Non-Student Employees

The Committee was specifically asked to inquire into whether a new work program would provide students with an opportunity to make a significant contribution toward reductions in the cost of operating the College and what, if any, effect a work program might havve on the comprehensive fee. In IV, A, 3 it is stated that a work program would provide students with such an opportunity, and an effort is here made to clarify further this issue and the closely related issue of the impact of a work program on non-student College employees.

As noted in IV, B, 2, a the Committee believes that a major work program and a cooperative dormitory program can be established at Middlebury without imposing a significant new financial burden on the College. There would be some savings from the use of student labor in the dormitories and possibly elsewhere, but there would be new costs involved if the College adopted the major new program. These new costs, which would include salaries for students in newly created jobs, would have to be financed from federal work/study funds, by revenues from student industries, by savings generated by the cooperative dormitory program, by contracts with local community agencies employing students, and by general institutional funds. As noted earlier Berea College has found that a well-developed work program attracts significant financial support from donors. Middlebury might have some similar success, especially if its expanded work program was developed in conjunction with an expanded financial aid program which enabled Middlebury to admit any qualified student regardless of financial need. The Committee recommends creation of a special endowment fund the income from which would be used to support the new work program.

The Committee does not believe that a new work program should necessarily have an effect on the comprehensive fee, but it would provide many students with a wide variety of opportunities, many of which could be challenging learning experiences, to help pay the cost of the comprehensive fee. Any student participating in the major new work program for the entire academic year could expect his or her total earnings to cover 10%-15% of the cost of the comprehensive fee. The question of the relation of any work program savings and the comprehensive fee is, however, a matter to be explored as the work program matures.

The development of the proposed new work program would replace some full-time non-student employees with part-time student employees. Concern has been voiced to the Committee about the hardship it may cause in the local community if the College ceases to employ as many persons from the community as it has in the past. The Committee recommends that students take over jobs gradually as positions are vacated by retirement and voluntary attrition. Further, as a general rule, non-students should not be hired in the future to do work that students can perform. In connection with these issues it should be noted that the creation of a major new work program would probably lead the College to create some new jobs for full-time non-student employees. For example, new supervisors will probably be needed. It is the Committee's hope that by phasing in the work program slowly over time and by adopting the above mentioned employment policy any effects in the local community these proposals could have will be reduced to something that the College and the local community, which has a developing economy, can manage.

V. DIRECTIONS FOR FURTHER RESEARCH AND IMPLEMENTATION PROCEDURES

This report presents in broad conceptual terms the idea of a new work program and indicates several alternative ways in which the new program could be established at Middlebury. Before the College can act on these ideas, however, there should be a community discussion of them and more research must be done on a number of specific questions. The Committee, therefore, proposes that the following be done, if the President judges it appropriate for the College to pursue the idea of a new work program.

1. Copies of this report should be distributed to the faculty, staff department heads, the Student Forum, the Community Council and The Campus. At appropriate times members of the Committee should meet with these groups and organizations to answer questions and discuss the report.

2. The President should request the Community Council to seek responses to report by a specific date and advise the President on community sentiment on the proposed new work program. In making this suggestion we understand that a proposal is under discussion to augment the Community Council by several staff members and the Committe supports this proposal.

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3. The President should then make his recommendation on the new work program to the Board of Trustees.

4. One or more task forces should be appointed to:

a. Undertake a manpower study of the student body identifying skills and special talents.

b. Identify and catalogue all jobs on campus which could be filled by students making a special effort to discover new job opportunities for students in the College. Those concerned with this undertaking will have to face the question as to what kind of confidential information, if any, student workers at Middlebury should not be allowed to handle.

c. Identify new activities, enterprises and concessions which the College might develop in connection with the new work program. (See Appendix A for examples).

d. Identify and catalogue the job opportunities for students in the local community making a special effort to identify new job opportunities.

e. Establish an acceptable range of hours per week that students in the work program might contract to work. (See IV, B, 1, d)

f. Recommend an appropriate salary scale for student workers and a policy governing wage increases. (See IV, B, 2, b and see Appendix B)

g. Identify and enumerate the educational, social and/or financial incentives for student workers and supervisors. (See IV, B, 3, c)

h. Recommend a procedure for handling student and supervisor grievances and penalties for failure to fulfill work program responsibilities. (See IV, B, 3, j, and k)

i. Develop specific recommendations for distinguishing volunteer unpaid work and paid work at Middlebury so as to preserve the principle of volunteer work. (See IV, B, I, i)

j. Develop policy recommendations on the relation of College paid jobs that involve very limited amounts of time to the new work program jobs that will involve significant commitments of time.

k. Consider the impact of a new work program on non-student College employees and recommend appropriate policy guidelines in this matter. (See IV, E)

5. A task force should be appointed to explore and identify possible sources of funding for the new work program. (See IV, B, 2, a, and IV, E)

6. A task force should be appointed to:

a. Identify all that Middlebury College is presently doing in the way of realizing the potential for learning in and through practical experience.

b. Study ways in which the full educational potential of the work experiences of students can be realized including the creation of special courses and seminars directly related to work situations. This issue presents to the College faculty and staff an important educational challenge and the opportunity for innovative thinking and programs. (See IV, A, I; IV, B, I, a and f)

7. A task force should be appointed to recommend:

a. An appropriate way of organizing and administering a new program at Middlebury including a cooperative dormitory program. Consideration should be given to the position of overall director, the role of staff and faculty supervisors in the determining policy and practice, the way in which the job market should function, the creation of the work program budget, etc. Consideration of these matters should begin with the list of essentials in Part IV of this report. (See also Appendix B)

b. Implementation procedures for phasing in the new program with a timetable.

The Committee does not believe that all of these steps can be accomplished within the Spring semester of 1981. It recommends that an appropriate objective for the winter and spring terms would be a full campus discussion of the issues ending in an assessment of campus sentiment by the Community Council and a recommendation from the President to the Board of Trustees. The President could also set some of the proposed task forces to work on items 3 through 6, but much of this work should only be undertaken when the College is prepared to move ahead with the new work program, and some of these matters will require more than one semester to think through. In other words, if the President and Trustees decide that the College should undertake to establish a new work program it will take much of the next academic year to prepare the College for active implementation. By the fall of 1982 some significant projects could be under way.

VI. CONCLUSION

In this report the Committe recommends phasing in a major new work program, in which students participate on a voluntary basis, and instituting a cooperative dormitory program, in which all students are required to participate. It also recommends the creation of a special endowment fund, the income from which would be used to support the work program. Community discussion and further study are required before the College will be in a position to implement these proposals, and the report indicates how a community discussion might be facilitated and the directions this further study might take.

In conclusion, a brief summary is offered of what the proposed new work program would accomplish at Middlebury College and how it would affect the College in the long run. It would provide an educational dimension to the Middlebury experience that is not now present and exercise a positive influence on social and moral attitudes in the College community. New and exciting possibilities for learning in and through the relating of theory and practive could be offered students as well as the opportunity to develop and exercise many skills and abilities, which will prove immediately satisfying and serve students well when they seek jobs after College. The work program would involve increasing numbers of students in working relationships with each other, members of the staff, faculty and townspeople, and this this will provide the College with a new opportunity to do something significant in the area of moral education in the sense of encouraging in students the social values and attitudes essential to the well-being of a productive democratic society. Middlebury identifies itself as a residential college and central to the concept of a residential college is the idea that learning goes on outside the classroom as well as within it. Little thought is actually given at Middlebury to the ways in which the potential for learning outside the classroom is to be realized. The new work program would give new meaning and substance to the idea of the residential College at Middlebury and make the College more of a community.

The new work program would gear in well with the College's financial aid program, and would provide both financial aid and other students with a greater variety of rewarding self-help opportunities than now exists. It is proposed that the new work program be started on a voluntary basis with the exception of the cooperative dormitory program, but still the program has the potential for making Middlebury distinctively different from other colleges with which it is now compared. Introduction of a mandatory component into the major work program would probably cause some change in the types of students choosing to attend the College.

As increasing numbers of students participate in the work, it would alter some patterns of student participation in extracurricular activities and athletics, but it would not diminish the quality and vitality of these programs. A fully developed work program would lead faculty and some staff to work more closely together, and this may have a positive effect on the way in which faculty and staff regard each other and function together in the community.

Finally, a new work program would cause some rethinking and rearrangement of the employment and administrative structures of the College, but it would not call for any greater adjustment than have been made over the past decade. It would put demands on the College budget for new services, but it may well be that the development of a substantive work program would be a significant aid to the College's fund-raising efforts.

In order to develop a substantive new work program, faculty, staff and students will have to cooperate and commit significant time and effort to the venture. The Committee believes that such commitment will strengthen the College community and add a valuable dimension to the liberal arts undertaking at Middlebury.

APPENDIX A

LIST OF POSSIBLE STUDENT JOBS

COLLEGE INDUSTRIES

day care center
reserach centers associated with academic departments
orchard
maple sugaring
Snow Bowl
apiary
vegetable farm
biosphere
typing service
experimental elementary school
printing

OFF-CAMPUS JOBS

Town planner's office
hospital
acountant's office
elementary and secondary schools
social service agencies

SERVICE BUSINESS

grinder agency
gift sales agency
newspaper subscription and delivery service
sales agency

CAMPUS JOBS

Food Services
Field House
Mailing Service
key punching
computer assistants
Sunderland language lab and audio-visual equipment
Library
grounds care
snow removal
departmental assistants
graders
teaching and laboratory assistants
research assistants
dormitory and fraternity house maintenance
carpentry
woodlot management
wood for College fuel
tour guides
WRMC manager
temporary help
Campus Editor-in-chief

APPENDIX B

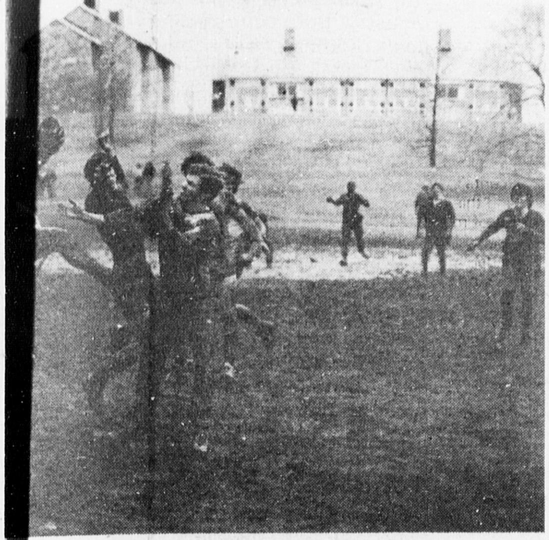
ORGANIZATIONAL SUGGESTIONS

The responsibility for legislating general policies and procedures for the new work program could rest with a General Faculty consisting of the academic faculty and members of the staff serving as supervisors and representatives of the student body. The General Faculty could make recommendations on all aspects of the work program to the President and the Board of Trustees. This would be one way of implementing the principle stated in IV, B, 3, d. The Committee discovered at Berea College that the General Faculty is essential to the successful functioning of its work program.

A Work Development Council could be formed to make general recommendations to the overall director of the work program on budget allocations to the various departments which propose to employ students to oversee the financial viability of the work program, and to supply information to the College community on how the work program is being financed. The Work Development Council could be constituted as follows: the Committee on Committees could appoint two faculty members, the Student Forum could appoint two students, the President could appoint two staff members and perhaps several alumni. The overall director of the work program could act as chairman of the council.

The job market for a new work program could be organized in two basically different fashions. It could be a centralized job market with the Student Employment Coordinator doing all the hiring and assigning of students to jobs. The Committee, however, favors a decentralized job market. The Student Employment Coordinator would be responsible for organizing the job search and would assist students who seek guidance, but the actual hiring would be done by the various departments employing students. The decentralized job market would probably be more efficient and would have the effect of getting the various departments more actively involved in the work program. In the final analysis the work program will only work if the various departments employing students believe in it and give it thorough and careful attention.

There are various ways of determining student wages. One option is to adopt a uniform pay scale according to which wages depend on type of position and seniority. The arrangement insures fairness (see IV, B, 3, e) and encourages employers to compete for the most qualified students by offering rewarding and challenging jobs rather than jobs that simply pay more than others. An alternative would be to give the departments more flexibility in setting wage rates within guidelines established by the overall director. This system would avoid administrative complications in matching the number of people who seek a position with the number of positions available.



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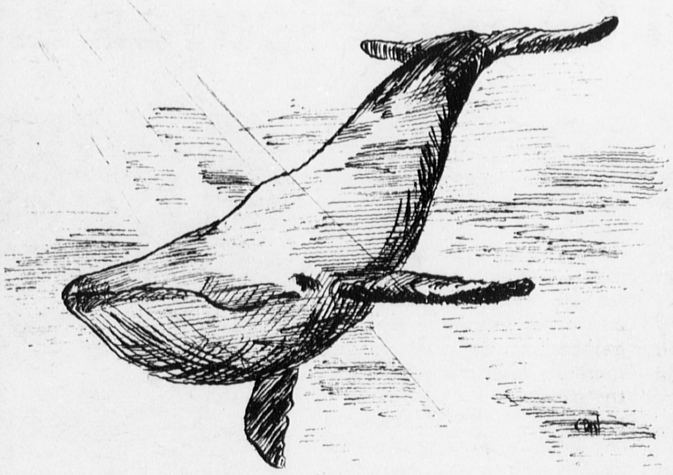


World's largest animal threatened by extinction

By Stacy Littlefield '84

The whale, one of the world's most majestic creatures, is in serious danger. A slide presentation on whale watching expeditions and the plight of the whale comprised last week's Otter Creek Audubon meeting. The slides were taken by Linda Hay, an area resident.

Hay has taken several jaunts from Provincetown Harbor, Cape Cod and shot pictures of Humpbacks, Fin whales, Minke whales. One picture featuring the head of a Humpback had an uncanny resemblance to a "giant black cucumber."

"There is a real emotional involvement with this thing," commented Hay. "Whales in their gentleness seem to inspire gentleness in the people watching them."

Dr. Charles Mayo, a marine biologist, runs cruises daily in the summer for people interested in catching a first hand glimpse of the sea giants. The cruises provide the necessary capital Mayo needs in order to fund his expeditions. According to Hay, Mayo and his crew have been going out for six years collecting data on the whales and can recognize approximately 125 individuals from their markings, scars and barnacle patterns.

"It is difficult to explain how much we don't know about whales," maintains Hay. The length of pregnancy, the effect of massive slaughter on mating habits and the possibility of total extinction are just a few of the unanswered questions.

A Greenpeace film, "Voyage to Save the Whales", shown immeadiately after Hay's presentation effectively portrayed the urgency of the whale situation. There have been two million whales slaughtered since the 1920's, and today Russia and Japan are the only nations still involved in the whaling industry. Both countries have fleets of killing boats and factory ships that prowl the oceans. A factory ship can process an entire whale in a half hour.

The International Whaling Commission (IWC) was presented as a group of uncaring businessmen more concerned with profits than preservation. Actions taken by the IWC to preserve whale stocks have been slow and inadequate in the past, according to the film. Another problem is that the IWC has no way to prosecute whalers who violate the laws they have enacted.

Since 1975 Greenpeace has been sending out boats to stop the slaughter. They plead with the crewmen of the Russian and Japanese ships to "Please stop killing the whales" and turn themselves into human sheilds when necessary. They actually place themselves into human sheilds when necessary. They actually place themselves, in small inflatable boats, between the harpoon and the whale.

On one of Hay's whale watching expeditions a Humpback came up to the surface and seemed to look at the people on the boat. "I knew there was gentleness and intelligence there," commenteed Hay. One older woman on the trip was even more profoundly affected. Reported Hay, "The woman said, 'I never believed in god before I saw this (the whale). Now I do.'"

'Does art have a history?'

By Mary Beth Litster '82

A. Richard Turner, former Chairman of the Art Department and Dean of the Faculty at Middlebury, addressed the question of the role of historical foundations in art in a lecture on Feb. 20. Turner, who is currently Director of the Institute of Fine Arts in New York City, related the pure pleasures of viewing and collecting artworks to their academic past. Turner's lecture, "Does Art Have a History?" was cosponsored by the Art Department and the Fifteen Fridays lecture series.

Turner began by drawing a relation between the artworks, which he defined as materials taking forms, and the general scope of history. He maintained that personal art observations are indirectly influenced by the history of memories and past experiences. Art historians attempt to focus these personal observations into a "rough center of significance." He did recognize the fact that this significance is relative, as there are as many meanings to a work as there are viewers, but he also noted that the art historians' group activities were dependent on group acceptance. While art critics relate art to current understandings, historians attempt to relate the works' significance to the general scheme of art. Turner then concluded that in effect, critics and historians serve the same purpose, as an artwork's significance emerges as the present becomes past.

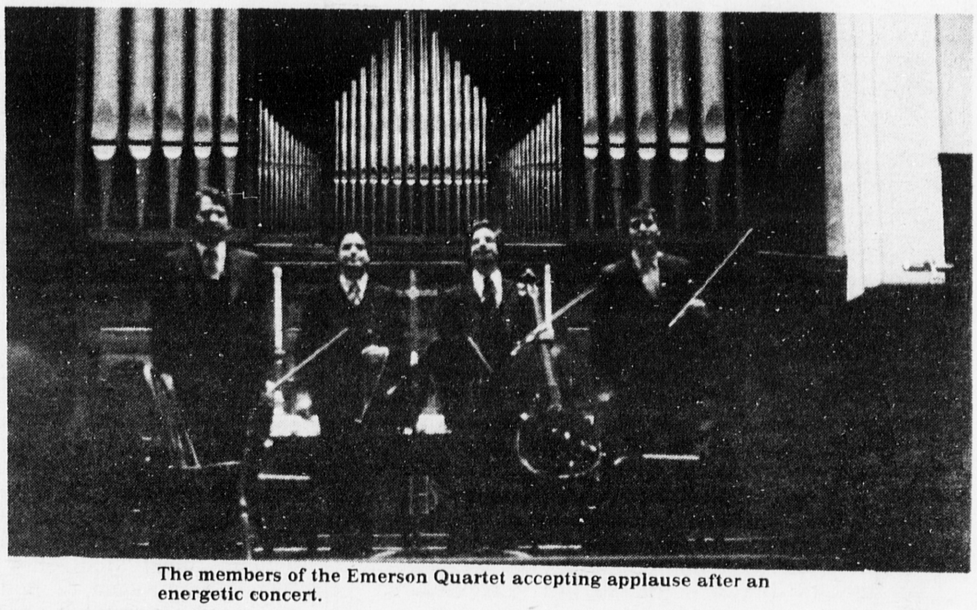
Historians must "commit" art history, according to Turner, to enable the public to transcend private introspections. The academic value of a work lies in the way it reflects the individual personalities and particular conditions of society that were prevalent during the time that it was created. Turner characterized art history as the "manifestation of culture." By examining the consequences of a product as well as the "genesis of the work of art" and its significance at the time, art historians can "re-enact and re-live the cult and aura to appreciate the art."

Turner did acknowledge some short-comings within the practices of art history. He noted a tendency to neatly define stylistic periods by dates, which tends to establish firm boundaries and mechanical limitations. Turner explained the development of art in more flexible terms, suggesting that it is often more useful to place the work within a sequence of the artist's development than in a comparison within a time period.

A combination of academic preparation and personal instinct was recommended by Turner for considering a work of art. "A work of art must be felt as well as known," he explained. He concluded by comparing the relationship of art history to the artists' works with that of barnacles to the hull of a ship. While scraping the barnacles from the hull may enable one to see the ship more easily, the barnacles do serve the purpose of documenting its travels and adding its historical appeal. Art history performs the same function for a work of art by enriching its value in relation to other works and thus increasing the viewers' appreciation.

Emerson Quartet leaves crowd spellbound

By Kathy Carlson '83



The members of the Emerson Quartet accepting applause after an energetic concert.

The Emerson Quartet has been heralded by such as The New York Times to be among "the elite" of American chamber ensembles. Their program in Mead Chapel on Sunday, Feb. 20 performed by violinist Eugene Drucker and Philip Setzer, cellist David Finckel and violist Lawrence Dutton, lived up to everyone's expectations, as they showed their skill and individulaity in their performance of works by such diverse composers as Haydn, Bartok, Beethoven, and Debussy.

The Quartet, consisting of violinists Phillip Setzer and Eugene Drucker, cellist David Finckel and violist Lawrence Dutton, began their career only in 1978 by winning a Naumburg Foundation competition for chamber music and by making their New York debut at Alice Tully Hall in 1979. Their program here belied the Quartet's youth, however, as their music was characterized by a technical competence and innovative brilliance that usually develops only after years of ensemble playing.

The first piece on the program was Haydn's Quartet in C major, Op. 20, No. 2. From the first note, their devotion to the music was readily apparent to even the most naive listener. The theme of the first movement, a fugue-like subject, appeared first in the cello. With the introduction of the violin, however, the typically romantic Haydn began to appear. Then there ensued a dialogue between the cello and the violin that helped to illuminate the rich sonority of the cello. As the Quartet continued through the movements, it became apparent that the Quartet was a perfect melange of intuition and accuracy among the players, not simply a collection of four solo instruments.

After a lengthy round of applause, the second violinst, Eugene Drucker, stepped forward to explain the next piece, "Quartet No. 3" (1927), by Bela Bartok. He pointed out that "You will find many interesting events taking place in this piece."

Indeed, the Bartok piece involved many unusual and intriguing effects ranging from the use of a great deal of *pizzicato* (an influence possibly gained from Debussy) to *portomento*, sliding up and down the string, to *sul porticello*, or playing close to the bridge of the instrument to produces a rather eerie sound. Bartok is typically discordant, and this piece was no exception. For the listener unaccostomed to modern classical music, the sounds were a bit difficult to digest. However, the sharp contrasts between the instruments and the faithful adherence to Bartok's dynamic and tempi markings turned what could have been musical chaos, in lesser skilled hands, into order. This piece is one of the more difficult repertory pieces, and the quartet did justice to it.

The last piece on the program was Debussy's "Quartet in G minor," Op. 10. As an introduction to the music, Drucker stated that Bartok had said that Debussy was one of his three biggest influences on his composition. The piece proved this;therewas a great deal of similarity between the two. The rendition was quite energetic and robust. The beginning of the first movement ("Anime et tres decide") was characterized by strong pizzicato chords followed by a statement of the theme by the viola and expanded upon by the violin and cello. There were definite traces of the gypsy throughout the piece. This is all similar to Bartok, who took these beginnings and expanded upon them. The Debussy was well-played by the Quartet, who showed an aptitude for the rich sonorous "semi-Wagnerian" tones of this composer. The last movement of the "G-minor" opened as a *fughetto*, which rapidly grew in intensity, died away, and started up again. When the piece, and the program, ended, the audience demanded more.

The encore was a piece by Beethoven the "Schertzo" from the "B flat Quartet," Op. 18, No. 6. This firey movement had superb dynamic contrasts that left many wanting to hear more.

Fortunately, the Emerson Quartet will be returning for concerts in the fall of 1981, when they will perform quartets by Mozart and Haydn, and in the fall of 1982 to perform the complete Beethoven Quartet cycle. Both of these concerts will be held in conjunction with the residence of H.C. Robbins Landon, an eminent musicologist. As Doctor Emory Fanning jokingly said about these concerts, "These events are so special that one wonders if perhaps the school shouldn't be shut down so that everyone can participate in this great musical event."

Although the concert was not flawless, the sheer magnitude of the intensity and brilliance of the Emerson Quartet made the concert well worth attending. Middlebury College can indeed consider itself fortunate to have such a group of talented musicians come and return to perform.

Dr. Bruch

continued from page 8

Bruch also had a few rather candid comments concerning the way in which hospitals are portrayed today on television. He came to the conclusion that such shows as "General Hospital" and "Emergency" were "a crock." He expanded that he didn't understand "the day time serials that my nurses watch where the (doctor) is making out during every other program. I don't know how he has any time to see any patients."

He did agree with the general tone and point behind the story of the M*A*S*H 4077 unit, where many times the doctors turn to fun and games in order to break the tension and stress of their jobs. "To keep (the doctor's) sanity a lot of levity and clowning around also goes on in hospitals," Bruch added.

Bruch also discussed Middlebury's present medical situation in which a "medical community" has been established. A few years ago the town was limited to only one doctor. He acknowledged that while the money and volume of a small town practice is not nearly as large as in a big city, the small town does allow for a certain type of lifestyle that he sees many doctors desiring.

Bruch related the story of a recent interview at Porter Medical Center where a surgeon from Syracuse was considering moving and taking up practice at Middlebury. This switch would concievably change his salary from a cool $250,000 a year to a mere $2500. Bruch added though that switches like this are going to be more common as doctors rearrange their priorities and realize the advantages to rural doctoring.

Bruch concluded by saying how "great" the food was and stating that anyone he heard complaining from then on would get punched.

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Freestyle makes debut

By Donna Kinney '83

As warm weather threatens the traditional Winter Carnival ski racing events it also stands in the way of a first-time attraction especially designed for Middlebury's Winter Carnival. This year, in addition to the customary alpine and nordic ski events, the Middlebury College Snow Bowl will hold its first Freestyle Skiing Exhibition.

In an effort to promote the up-and-coming event of Freestyle Competition at college campuses across the U.S., the Eastern Ski Association has volunteered its services in organizing the exhibition at Middlebury. The College itself boasts two nationally ranked freestyle competitors: Janet Montgomery '83, and Dan Kagen '83. Both students have taken it upon themselves to see that Middlebury includes freestyle in its schedule of Winter Carnival ski events this year.

Montgomery, a national freestyle team member for five years, stresses the seriousness of freestyle competition as a recognized sport. Just like the national alpine team, the national freestyle team is governed by the United States Ski Association. It is also recognized by the Federation Internationale du Ski, the international body of skiing, on par with both nordic and alpine skiing. Kagen believes "it is only a matter of time before freestyle is a part of the Olympics."

If all goes as planned the exhibition will be held Saturday, Feb. 28 at 12:30, following the alpine skiing events. Both Montgomery and Kagan will perform along with several nationally and internationally ranked competitors from the Killington training center. The three major catagories of freestyle — ballet, mogels, and aerials — will be displayed, in addition to choreographed numbers with music.

Freestyle skiers today are trying to wipe out misconceptions that people have had in the past.

"Freestyle is a strict discipline that has come a long way from its long-haired, hot-dogging days," Kagan states. Most competitors train ten months out of the year for at least ten years to reach national ranking.

Kagan adds that freestyle has always been a sport dominated by easterners, and while the pro circuit has been upset by controversy concerning injuries from dangerous inverted aerial maneuvers, the amateur circuit, with its "straight up" aerials has remained strong.

Should ski events at the Snow Bowl be cancelled due to warm weather conditions, Middlebury's freestyle debut will be postponed for yet another season. However, nothing can stop the upward swing freestyle is following toward international acceptance as a serious and highly skilled competitive discipline.

Nationally ranked freestyle skiier Janet Montgomery '83 struts her stuff on the slopes.

State coroner enjoys job

By Stacy Littlefield '84

Insights into the life of a coroner were gained by those attending the presentation given by Dr. Eleanor McQuillen, Vermont's state coroner. The lecture was sponsored by the Forensic Chemistry class and was held the Feb. 4.

The program opened with a videotaped segment of Jonathon Miller's "The Body in Question." The film showed an autopsy in progress, and the seemingly arbitrary removal of organs was presented in an especially graphic way.

The film was followed by a slide show/lecture given by McQuillen. She covered topics ranging from the education route taken by those who want to enter the field, (Pathologists go from college to medical school. They then do graduate training in pathology and intern in pathology. For futher specialization more education is necessary.) to the various types of deaths requiring an autopsy.

McQuillen explained that Vermont is divided into seperate regions, each with it own medical examiner. Every "sudden and unexpected" death in the state must be investigated. About 17 percent of the deaths each year fall in this category. "The examiners are on call at all times, for death takes no holidays," she commented. In approximately one-third of these cases the medical examiner orders an autopsy. This means about 230 operations a year for the state's coroners office.

Vivid color photographs depicting victims of homocide, suicide, SIDS (sudden infant death syndrome), car accidents, fires, neglect and other traumas were flashed on the screen during McQuillen's narrative. One notable case involving a decomposed body elicited this comment from McQuillen, "Forensic pathologists don't always deal with sweetness and light." The picture accompanying this comment left no doubt in the viewers mind.

Determining the cause of sudden death in cases where there have been no symptoms or evident reasons can be tricky. Clues can often turn up by thoroughly examining body organs, observing vessels and cells with microscopes and conducting chemical tests. A coroner can even determine the size of a car in a hit and run accident by examining the body wounds. In some cases it can be proven that the person in the car tried to brake before impact. This type of information is determined from x-rays. "We don't just cut up bodies" commented McQuillen.

Autopsies are useful tools for law officers in cases involving possible criminal misconduct. A coroner can examine a fire victim and tell if death was caused by heat or bludgeoning, while knifed victims can be classified as suicides or murders. McQuillen added that people should "recognize that death investigation is not done by one agency." It involves the police, medical examiner and coroner.

When a question was asked in which McQuillen's profession was compared with that of a general practitioner, the coroner summed up her presentation with this comment, "Every physician has a feel for their job. I do it (pathology) because I love it."

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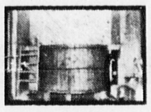

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Eden a paradise for Panther skiers

Jim Renkert '81 placed second at Williams.

By Steve Riley '82

One way or another (see related article below) the Williams Carnival was finally completed, with the bottom line being a stunning upset win by the Middlebury men and an eighth consecutive Eastern championship for the Panther women.

Middlebury's men apparently ended the incredible five-year domination of Vermont, as the Catamounts lost for the first time in 26 carnivals dating back to 1976. Carnival officials finally ruled Monday that the meet was unofficial, however.

Nevertheless Panther coach Terry Aldrich was ecstatic, commenting that "this is a real stunner...most coaches thought Vermont was untouchable!" Dartmouth finished a distant third, followed by New Hampshire and St. Lawrence. Middlebury ended with 291 points to UVM's 290.5 in the hotly-contested standings.

A two-point scoring error in the slalom enabled the Panthers to pull the upset. In that event, a treacherous Loon Mountain trek and the quick decision to hold the events after all took their tool, as no team could boast of more than three finishers when the slalom concluded.

Captain Jim Taylor '81 headed the Panther effort with a fine second-place finish. Freshman Rick Makin took fourth and Mark Altmeyer '82 was 15th. John Morrissey '83 captured second and Altmeyer had another fourth in the giant slalom.

In the slush at Craftsbury (Eden Mountain) the Blue had a superb day, placing four runners in the top ten and trailing the potent UVM side by just four points. Senior Jim Renkert of Middlebury finished second, junior John Tormondson was seventh, Dave Bockius placed eighth, and Dave Bockius '84 tied for tenth.

The women also faced imposing conditions. Possessing impressive balance in the individual nordic events, Middlebury moved into an early lead and cruised past the Catamounts 318-310.5, although Vermont star Leslie Bancroft was not competing. New Hampshire, Dartmouth, and Williams rounded out the top five.

Alice Tower '81 finished a mere one-hundredth of a second behind Jennifer Caldwell of UVM in the 7.5km event. But Tara McMenamy '82, Chrissy Lewis '83, and Jane Ogden '83 swept the next three places and Keli McMenamy '83 captured seventh to pace Middlebury.

Panther women also had field days on the thicker skies, thanks to the strong skiing of Leslie Baker '84 and Leslie Smith '84. Baker came in second behind Laurie Baker of UVM in the giant slalom while Smith finished third. The slalom results were similar, with the same four skiers exchanging positions. This time Leslie Baker placed third and Smith fourth. Sophomores Cindy Gavett and Jeanne Hammond added further alpine depth for the Blue.

Vermont salvaged what appeared to be enough points in the men's nordic team race to capture their 27th straight carnival, as they outdistanced Middlebury by nearly four minutes. UVM's women also defeated Middlebury in the relay event.

Waxing of course plays a very important position in any skiing event. With the abysmal conditions at these two hills, coaches had to be espacially sharp in their selections. Three mentors traded comments following the events.

Colorful Vermont coach Chip Lacasse was his usual outspoken self, saying "Just getting to Eden was a chore. We didn't think we were going to be able to get the skiers up the mountain. Conditions were terrible and most of the races were run in running water. We hit the wax (selected the proper wax) and that wasn't easy."

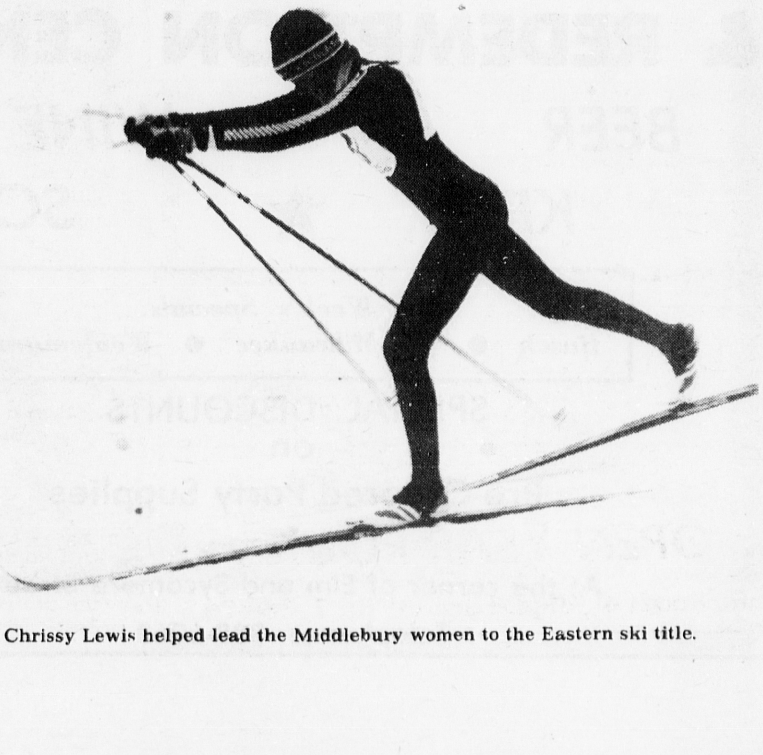
Williams coach Bud Fisher countered Lacasse, in words that later that night proved ironically prophetic: "UVM blew the wax choice in the earlier events." Fisher added that "My former St. Lawrence fraternity brother Terry Aldrich came through with a four-star performance with the wax!"

Aldrich attibuted his wax selection for the individual events to "luck, I think several combinations might have worked," and felt that although UVM did choose their wax well for the relays the Panthers were not that far behind.

Coaches trading comments on wax might be the only story available next week, since Middlebury Carnival officials have cancelled the nordic events. Hopefully the alpine races at Pico will still be held.

With the cancellation, the four-event carnival circuit has come to an end, with schools now pointing towards the NCAA (men) and AIAW (women) intercollegiate championships. Middlebury's women have women the nationals four of the past five years, and the men will be ready to challenge Vermont once again.

Fisher also quipped, "Middlebury can't quite match up with Vermont, men or women, when the Catamounts have their top dogs. They definitely have the edge on Dartmouth though." Most likely Aldrich will let his skiers do the talking come March, when everything will hopefully be less confusing. The Panthers have certainly done some mumbling already.



Sophomore Chrissy Lewis helped lead the Middlebury women to the Eastern ski title.

Williams carnival is controversial

By Steve Riley '82

From the outset the entire scenario surrounding last week's Williams Carnival was bizarre.

And as Ted Ryan of The Burlington Free Press aptly termed things, the issue revolves around the credibility of college skiing as a whole.

Unseasonably mild weather forced the Williams Outing Club to rescind their sponsorship of the events. But coaches from the schools involved got together and decided to conduct the meet, with the nordic events at Craftsbury, Vermont (Eden Mountain) and the alpine races near Waterville, New Hampshire (Loon Mountain.)

Neither carnival would be official, although the women's meet would count as the Easterns and the men's alpine events would be NCAA-qualifiers.

Further obstacles involved getting to the races in the first place, and the deplorable conditions the competitors faced. Due to frost and ruts on the dirt roads, the Middlebury and Vermont teams had to combine and push the vans up the hill just to get there. The cross-country course was not in real bad condition, but little pools of water permeated various spots.

So the meet finally ended, with all events completed, and Vermont declared the men's champion and Middlebury awarded the women's title.

Then on Sunday, the day after the event was completed, Williams coach Bud Fisher and the director of the Williams Outing Club sat down and declared the carnival to be official. Later that evening a scoring error was found, and Middlebury was given the men's title as well.

Monday brought another conclusion altogether.

UVM coach Chip Lacasse telephoned Dartmouth mentor John Morton who stated, "I felt it was not appropriate to call it the Williams Carnival after the fact". After Morton called Fisher, the carnival was finally called unofficial by Williams officials.

Lacasse complained that he would have used different strategy in the slalom if he knew the team results were going to be official. He said he would have had his racers merely complete the course for team points instead of taking chances in going for individual NCAA qualifying standards. The comment acheived supreme irony when compared with Lacasse's Sunday remark to Fisher to the effect of being disappointed that this carnival was not official.

Middlebury coach Terry Aldrich was displeased with the Monday decision, saying "I don't care so much about ending the 27-carnival streak but the results still proved how strongly we skied. They still can't take away the fact that we beat UVM."

Maybe the streak at UVM lives on, maybe Lacasse is bitter about the possible defeat, maybe Aldrich has the right to claim victory, but maybe just maybe college skiing officials will ponder the week's events, and render a decision in the future which will let everyone know where he or she stands—when they want to know they most.

Pucksters halt long losing streak

Middlebury's Dan Burchard '83 hounds a Lord Jeff as Middlebury squeaked by Amherst, 5-4.

By Paul Quinlan '84

For the first time in ten years, the Middlebury varsity hockey team will be absent from post-season play. This is a heavy burden for the team to shoulder and it has shown in their play, as they have dropped their five of their last six games.

Middlebury snapped a five-game losing streak last Monday night at Memorial Field House with a 5-4 overtime squeaker over division III Amherst. Dave Tenney '81 scored the winning goal for the Panthers, streaking up the right-hand side, and flipping the puck behind the sprawled Lord Jeff netminder.

Sophomore Paul Leahy tallied the tying goal with just 1:52 left in regulation with a nifty behind-the-net move resulting in a stuff from outside the crease.

Leahy tied the game at one in the first period, but the vistors had a 4-3 advantage after two stanzas. Sophomores Dan Higgins and Dave Friedman netted the other Panther scores. Middlebury's record is now 7-14-1, while Amherst is 7-14.

Playing American International College in Springfield, Mass. on Feb. 21, the loss of intensity that occurs when a team has nothing to play for was quite evident. Trailing 1-0 entering period two, the Panthers roared back with goals by Bill Cahill '82, and Dan Higgins '83, to take a 2-1 lead into the final stanza. But the pucksters fell apart and allowed three unanswered goals by AIC until Higgins tallied again to cut the margin to 4-3.

The story was very much the same three days earlier at home against the University of Lowell, the leader in the ECAC division II East. The Panthers struck first for a change, when Matt Weeden '83, stuffed a rebound past the Chief goaltender five minutes into the game. Lowell came back with two goals to end the period with a 2-1 advantage. The visitors added one more score 2:48 into the period two when an apparent save by Panther goalie Mike McNamara '82 was ruled a goal.

A power play goal by Cahill at 4:25 put the Panthers back in the game and they seemed assured of tying the game when Lowell was slapped with a pair of double penalties midway through the period. However, poor passes and a number of steals by the Chiefs produced two shorthanded goals, a 5-2 lead, and a demoralized Middlebury squad. Both teams added meaningless third period goals and Lowell exited with its 22nd victory of the year.

The Panthers closed their season at Plattsburgh State while 16 teams enter the ECAC division II playoffs beginning this weekend.

The Panther hockey squad gets it together before their 5-4 overtime victory over Amherst.

Skidmore edges female six by 4-3

By Lydia Fitler '84

Skidmore broke a 2-2 deadlock in the third period to edge Middlebury 4-3 in women's hockey action at Memorial Field House last Monday afternoon. The loss drops the final Panther record to 4-9.

After a disappointing 6-5 overtime loss to Vermont, the pucksters pulled off a 7-1 victory over Williams on Saturday, Feb. 21. Middlebury played an overpowering game, outplaying the Ephs and outshooting them 50-5. Coach Mike Karin was understandably pleased with the victory, commenting that Williams had shown a great deal of improvement over the 16-0 rout the Panthers enjoyed earliler this season.

The hosts seemed to just run out of the proverbial gas in the third period, and the Cats capitalized with two shots that found twine. In the overtime, Vermont scored the winner despite an all-out surge by the Blue. Karin was disappointed with the loss, but felt the squad played much better than the first meeting (a 6-3 UVM win) between the clubs in Burlington.

Following just two days of practice, Middlebury hosted the UVM Catamounts on Feb. 18. The Panthers played very well for two periods, displaying good forechecking and shooting. Middlebury enjoyed a 5-3 advantage after two satnzas after a three-all deadlock in the first twenty minutes.

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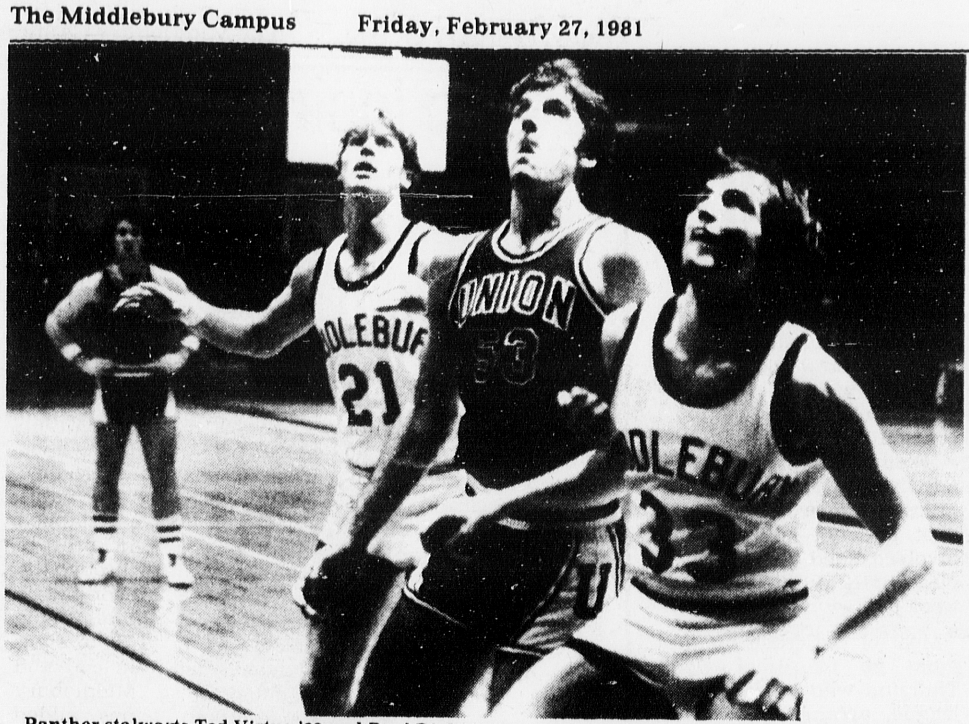


Panther stalwarts Ted Virtue '82 and Paul Righi '82 prepare to battle a Union foe for a rebound during Middlebury's frustrating 61-60 loss.

Varsity cagers now 10-11

**By Jim Ralph '82
and Rick Present '82**

Tough competition and some inconsistent play haunted the Middlebury basketball team last week as the Panthers dropped two games to fall below the .500 mark for the first time in over three weeks.

Nevertheless, victories over Wesleyan and Norwich would give the 10-11 Panthers their first winning season since 1977. Middlebury hosts the Cadets this afternoon at 2:00 p.m.

The story last week was lackluster play and intimidating opponents, as the Middlebury losing streak reached four games.

Friday night (Feb. 20) Hamilton College showed why they entered the game with a 16-4 record, manhandling the Panthers 94-66

Taking advantage of a nagging hip injury which hobbled Panther center Mike Waggett '83, Hamilton went inside quickly and successfully. Muscular forward Charlie Robinson scored 12 of his team's first 20 points including a crowd-pleasing slam-dunk, and the Continentals raced to an early 24-9 lead.

Despite some fine work off the Middlebury bench by Steve Brown '81 and Rodney Sanders '82, Hamilton continued to apply the pressure and took a 51-29 advantage into intermission.

In the second half, Middlebury played with pride and enthusiasm, staying within fifteen points until the last five minutes of the contest. Paul Righi '82 fired in 12 of his team-high 16 points in half two to keep things respectable.

It was the inside combination of Robinson (29 points) and 1980 all-ECAC selection Kevin Grimmer (19 markers) that was too much for the Panthers. Bob Kiely chipped in ten points and nine assists for the Continentals, who have accumulated an outstanding .123-31 record over the past six years.

Middlebury also found the going tough against division II rival St Anselm's, as the Panthers absorbed a 73-62 loss before a small, snoozing Memorial Field House crowd on Feb. 16.

Playing their fourth game in six days, the hosts were worn down by the physical Hawks despite a career-high 17 points by Middlebury junior guard Ted Virtue.

The Granite State five fell behind 14-9 but came right back to lead by six, 35-29, at the half. St Anselm's increased its lead to 51-39 with a 12-4 spurt in the first eight minutes of the second half.

Middlebury played fairly well for the remaining 12 minutes, as sophomore Fain Hackney and captain Bob Hamilton '81 backed up Virtue with 12 points each but the Panthers could not make up the difference.

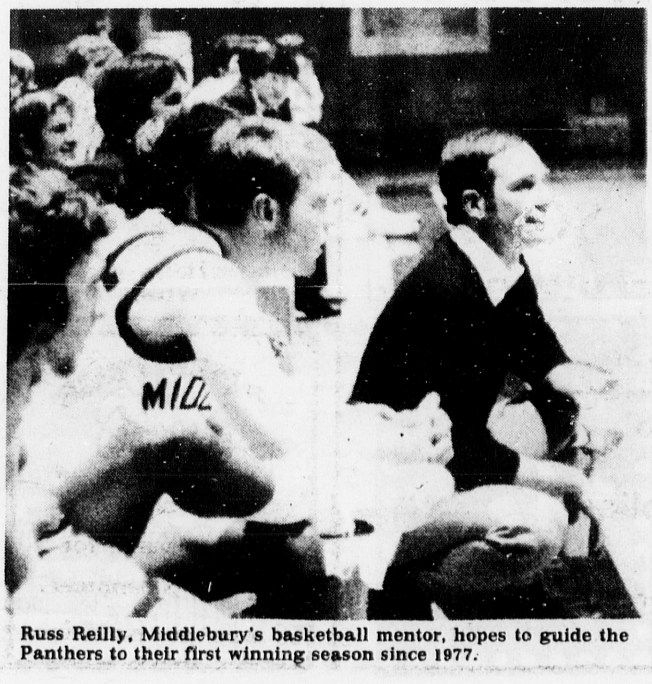
Before the current four-game losing skid, Middlebury did play some excellent basketball, posting a five-game winning streak in early February. That stretch culminated in a thrilling 84-83 overtime win over a solid Amherst squad before the most vociferous home crowd in recent memory.

At 10-7 with week-end home games against Union and Bowdoin, the Panthers had a legitimate opportunity to make waves in the New England rankings and challenge for an ECAC tournament spot. But it was not to be.

First Union rallied from an 11-point second-half deficit to pull out an emotional 61-60 overtime win. Missed free throws and some poor shot selection hurt Middlebury in the final minutes.

The Panthers appeared tired the next day and were no match for a fine Bowdoin team which recorded an 84-66 victory. The truimph raised Bowdoin's mark to 14-4 on the year. Righi led the Panthers in scoring in both games, picking up 14 against Union and adding 18 more against Bowdoin.

Coach Russ Reilly's forces have a good shot to win both games this week. Wesleyan, at 4-13, has had a miserable year but plays tough basketball at home. Norwich (12-9) is guaranteed their first winning season since 1960-61, but Middlebury has not lost to the Cadets in five years. Earlier this season, the Panthers took a 78-74 decision at Norwich.



Russ Reilly, Middlebury's basketball mentor, hopes to guide the Panthers to their first winning season since 1977.

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Intramural championships:

DU excels in basketball

By Steve Riley '82

Power forward Rich Letteney '81 poured in 25 points, leading the DU Superstars past the Pistol Peters 67-44, as the Deltas won their second consecutive intramural basketball championship last Monday evening.

Letteney's heroics enabled Delta Upsilon to cap off an unbeaten (13-0) season on the Memorial Field House hardwood, with the final encounter culminating one of the most exciting IM seasons in recent memory.

Victorious coach Ed Gunther '81 commented, "We played well offensively and defensively, scored quickly, and took away their momentum early in the second half." Gunther pointed to the balanced team effort as typical, as well as the key to the entire DU season.

The Superstars placed four men in double figures during the finals, as guards Jack Brennan '81 and Gunther scored 12 and 10 points respectively, while 6'5" Steve Harasimowicz '81 popped in 10 markers and controlled the boards along with Letteney.

Letteney, the 6'5" former varsity player, could not overemphasize the importance of the team game played by DU: "We had a fine, unselfish team and we really had fun throughout the season. Steve (Harasimowicz) deserved a lot of credit tonight. He was the unsung hero who made us one big man better out there."

Being awarded the unofficial MVP Letteney added that "My knee (he had to leave the varsity due to recurring knee difficulty) didn't really bother me at all tonight. The intramurals meant a lot since I couldn't play for the varsity."

But the all-sophomore Pistol Peters five did make the finals an interesting battle for the three-dozen fans, despite the wide discrepancy in the tally.

Flashy Tom Mahon controlled the offense and scored 13 points on some crowd-pleasing, razzle-dazzle moves. Bill Ross silenced the critics with a team-high 16 points despite an injured finger. Kevin Naughton, Bob Gulla, Stu Demirs, and one known only as "Mahda" filled out the line-up.

The game itself got off to a slow start, with Mahon's only bucket of the first half and a hoop by Naughton giving the Peters their only lead of the night at 4-2. The sophs did get within one point on a pretty tip-in by Naughton which made it 9-8.

Despite the scoring rampage of Gunther and Letteney, the Pistols used some nice outside jumoers by Ross to pull within one again at 19-18, but that was as close as they would be the rest of the evening.

A driving three-point play by Letteney, Brennan's only first-half basket, and an outside bomb by Jody O'Donnell '81 made it 26-18 DU near the end of the half. However, Gulla countered with Alice Turner Award-form, calmly dropping two from the charity line with :04 remaining to cut the lead to 26-20 at the break.

Leading 28-21, DU put it on ice with a 14-4 spurt which opened up a cavernous 17-point advantage with 12 minutes left. At this point Bob Mahl, the only junior competing, remarked "We (DU) are playing the same way we always do, semi-professionaly." Gunther added later that he was counting on Mahl to lead next year's team.

Three consecutive hoops by Mahon brought forth oohs and aahs from the crowd (especially the females). One came on a nice behind-the-back manuever to make it 47-34, but it was all Delta after that. Jim Ancey '81 aided DU immeasurably in the later stages.

Gunther concluded, "We knew Mahon would be handling the ball a lot so we countered with double-teaming pressure which worked effectively. I'd like to add that the league was many times stronger than in the past, and I'm sure everyone involved liked the chance to play three to four times per week."

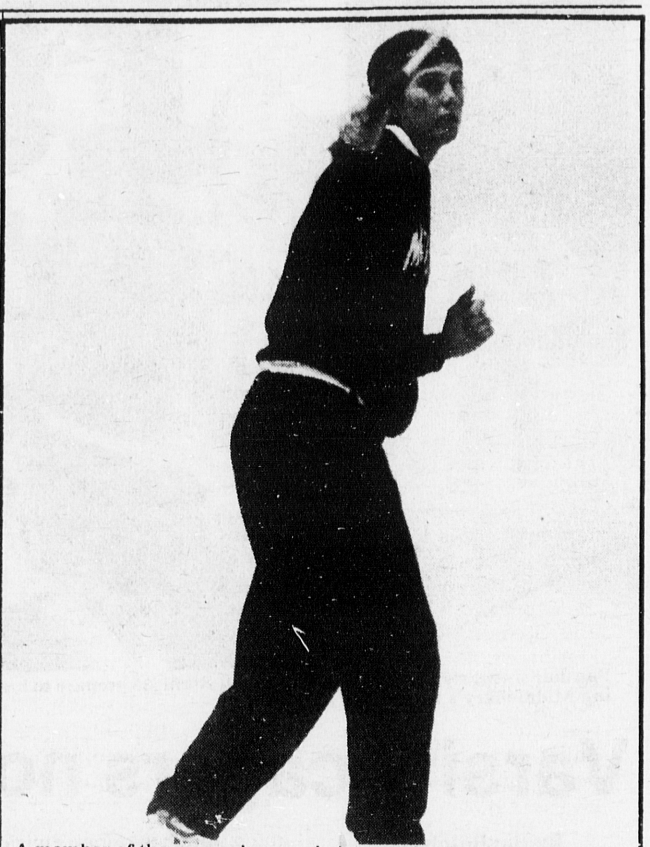
Most of the credit for that must go to junior Doug Thurston who organized the league, arranged schedules, and assigned officials for the entire season. Thurston and varsity ace Ted Virtue '82 blew the whistles for the finals, keeping both sides under control with insightful interpretations.

Thurston almost led his own team (the Outlaws) to an upset win in the semi-finals. Doug scored a reverse lay-up with :02 remaining in regulation to knot the score, but DU prevailed in overtime 57-50.

Another ex-varsity player led his Hatchetmen into the playoffs. Peter "Sky" Pagenstecher '81 had the second-seeded team, but without lacrosse captain John Burchard '81 available, the Pistol Peters rolled 39-28 in a low-scoring semi-final. Three other teams, Crew I, KDR, and the Do-Mes rounded out the league.

Perhaps the final comment should be the one made by fan Gerry Bossard '81, a close friend of almost all 13 players who saw action in the finals. "DU had too much size and talent in this one. But it was more than just that. They had more practice, better teamwork, and good passing. Both teams deserve credit, though, they can play a tough game of basketball."

That much was apparent to anyone associated with the IM basketball league.



A member of the women's squash A team, Jenny Meigs '84 warms up with a backhand hit.

KDR wins hockey again

By Steve Burton '82

Middlebury's intramural hockey league concluded another season last Thursday night (Feb. 19) as KDR-Bogus, America's Team (DU), and the Milliken Mufflicks emerged as champions in the three divisions.

The record IM hockey crowd at Memorial Field House first saw five-time defending champion KDR-Bogus retain its number one status, as the edged the Lachine Nordiques 2-0. Both goals were supplied by John "Doc" Lafferty '82 who shoveled one in at 21:53 and rifled one home at 39:16.

Left-winger John McGee '82 got the assist on the second goal as he fed Lafferty in the slot. "Doc" said, "My wingers, Murph and John, were setting me up with some good plays". Bogus fans still wanted the hat-trick.

Each team established a fast pace for the game almost immediately, with numerous fast-breaks and quick shots on goal. The goaltending was remarkable for both sides, especially for Roger Gallagher '81 of KDR-Bogus who combined kick-saves and a quick glove for his shut-out. Senior John Burchard led the KDR defense with some bone-crunching checks and nifty stickwork.

Lachine, though, came close on several occasions. The Nordiques hit the post several times, ans couldn't quite push in the disc during a late-game surge. KDR-Bogus looks forward to defending its title for the seventh time in 1982.

In "B" league action, DU romped over the Stewart Alums 6-4. DU entered the finals with a perfect 5-0 slate while the Alums were 3-1-1. Milliken's "C" champs compiled a 5-1-1 record, while their vanquished (3-1) opponents the Permaburns ended 5-2.

CAMP COUNSELOR OPENINGS: CAMP BECKET — boys' camp in the mountains of western Massachusetts — has openings for college students, teachers and coaches to serve as cabin counselors and program specialists in its summer program. Activities include hiking, sailing, swimming, canoeing, athletics, crafts, dramatics. Also openings for nurses (RN). For application contact Lloyd Griffith, State YMCA, 6 St. James Ave., Boston MA, 02116 (617-426-8802).

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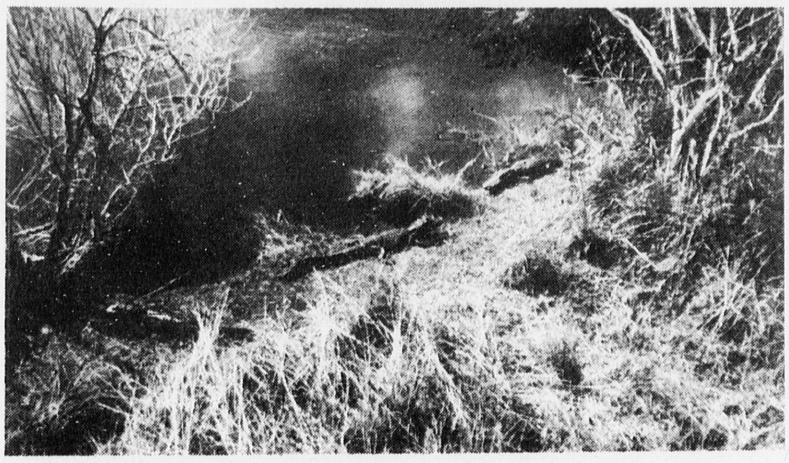
Students explore southern marshlands

By Mary Beth Litster '82



Wetland eco-systems provided an interesting field of study for some students this past Winter Term.

This year's Winter Term Catalogue offered a number of unique courses for the more adventurous and curious students. One course that attracted twelve sophomores and juniors was an opportunity to examine first-hand the wetlands eco-systems and the ecocline problems associated with them, through fieldwork in the Okefenokee Swamp and Everglades. The twelve students along with Biology Professors Dwight Baker and Tom Root spent the month of January camping and touring in sub-tropical climes, exchanging the mountain environs of Vermont for the cyprus and palm trees, swamps, and Spanish moss of Georgia and Florida. While the course was focused on the natural history and ecology of this region, it was not restricted to science majors, and Baker and Root emphasized that the degree of science background needed was not restrictive.

Through the fieldwork, the class studied the flow of water through a wetlands region and the effects of the divergence of this water through man's development. Baker explained that as this region grows in population, the waters will become a limited resource and the wetlands dependent on this water source will be endangered. Root classified the Everglades and Okefenokee Swamp as one of the "most threatened ecological systems today."

The group first spent five days in Georgia then drove to Florida, camping in two-man tents along the way. Half of the coursework consisted of informal lectures by the professors and the rest was "hike and see what we can find." The instruction of the class was supplemented by Park Service lectures and meetings with development experts at Walt Disney World and other field research centers. In addition to the general study of the wetlands, each student chose one specific area for a study project. These ranged from the effects of fire to the feeding habits of tropical birds. Along with the academic work on the trip, the group visited NASA, Fairchild's Research Tropical Gardens, Walt Disney World and took a three day canoe trip in the Okefenokee Swamp.

Beth McCombs '82 enrolled in the course for a change from the normal on-campus Winter Term course. Having no previous camping experience, McCombs termed the whole trip "fascinating." She mentioned the 35-mile canoe trip as one highlight, describing the overwhelming sensations of the brown water, cyprus trees full of Spanish moss, and turkey vultures perched on the limbs. Although the budget was limited, McCombs said the food was very good, in spite of the frequency of peanut butter and jelly and Spam stew. Although warned about the possibility of cold temperatures, she was a bit unprepared for the 17 degree evenings in Georgia during the first week but explained that the Florida sunsets compensated for any earlier discomfort. McCombs explained that the majority of the 12 students on the trip did not know each other previously but soon became a "tight bunch." "Everyone was sensitive and very concerned for each other's welfare."

Dana Francis '82, a biology major, was also attracted to the course by the opportunity to combine off-campus travel with science. She admitted that she did not know exactly what to expect and was in fact a bit hesitant about the trip. However, she expressed total satisfaction with the course, as it enabled her to see "a whole different side of biology through the ecology and botany field work." Exposure to the work of naturalists and other specialists gave her a better idea of what career options are available to her. She was particularly impressed by the entirely divergent groups of plants and birds native to these regions.

Both Francis and McCombs repeated Professor Root's feelings about the importance of field work. Francis explained, "I learned so much more by seeing the plants and birds rather that reading about them. I'll probably never forget all the new species we learned." McCombs emphasized the amount of information she absorbed, even when she was not consciously studying, simply by being exposed to it.

Baker and Root designed this off-campus course for a number of reasons. Baker explained that the Vermont weather limits the amount of field work that can be accomplished in spring and fall semesters and the Winter Term environment does not lend itself well to botanical and ecological study. The southern systems are selected for their spring conditons during the month of January. Root also recognized several problems with some on-campus Winter Term courses in the inconsistency of work and attitudes involved. He explained that Winter Term is the only opportunity for concentrated, field-oriented courses. Baker echoed this sentiment, noting how valuable first-hand research and experience is for the students.

This experience appeared to be a true success, both in terms of personal satisfaction and educational gains. The course was broadly designed and applicable to various personal interests. Professors Baker and Root, as well as students Dana Francis and Beth McCombs, strongly supported the value of these trips as an interesting Winter Term option.

The natural beauty of a Florida sunset was an added plus for the group.

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PERSONALS

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Hey Schnuckimaeuschen: Ich liebe dich! Dein Teddibaer

Annastasia—Happy Birthday Sammy, Hazie Sher-bear, Shaner and Ziggy.

J.V.-Have you established our overseas chapter of the poker club yet? Don't forget to bring back the fly. Chairman of the Board.

VEVV-You said you'd be back soon. I miss your body dearly. Not the same without you. Love, Ivan Biteurcokov.

Thanx Swats!!! F......' S.....! Especially L,S,M,T,P,T. Thanks also to Burley, Dick, Abdul, Bino and the 18 others who helped us get there and back! XO Felix and Bets.

Chateau Buddies-I had a wonderful time at Fire & Ice. You couldn't have given me a more perfect birthday present. Thank you all so much!!! Beth.

Harry, Bakes, S?Bait, Les-It was a blast even if it was boiler plate. Get those little f'ers! 2 more and then lookout cowboys! Kermy.

PERSONALS

A.P.K.-Congrats on finishing "that damn thesis". Now there's time for soaps, popcorn, hot chocolate, talking & stuff! Take care, don't work too hard! The Executive Secretary.

Arise all ye men of honor! Chivalry has not yet died! Sir Lancelot.

Best of Luck to the new Editor and his staff. Congrats — I have all the faith in you! XO EWC in W.H.

Josie and Steve: Congratulations and best of luck. The news most certainly was the highlight of the week(month?). Save me a seat in '82. CSK

Congratulations Ari!!!

"Hey Mike...Wanna' wish you a happy 19th on the 2nd. Keep cool, kid. A.S.

Dear Cyndy & Amy: I am so psyched for Night Club! Thanks for all the patience, good humor and support!!! Cyndy...I do have one question..... Love Always! Buster.

Harold: Don't give up! I'm behind you all the way! CBR

Dear Spamela: B.F.D.O.T.W.C.I.B.L.G.D.T.A.I. Love, SJS

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Tucker analyzes revolutionary thought

By Christopher Wall '84

Robert Tucker, Professor of Political Science at Princeton University, presented an intriguing and provocative lecture on "Revolution: a Humanist Point of View," on Thursday, Feb. 5. While most students scurried around campus busy with last minute preparations for vacation, a hardy group of 50 waited patiently through a half-hour delay caused by travel problems.

Tucker's field of expertise is the Soviet Union; his past is dotted with the authorship of numerous books on the country. Tucker edited the version of "The Marx-Engels Reader" used at Middlebury. In addition, Tucker served on the United States embassy staff in Moscow from 1944-1953.

Tucker began his lecture by pointing out that in this "age of revolutions" most scholars were concerned with the causes of revolution. Tucker, however, explained that he was particularly interested in the actual idea of a revolution: What is it? What is the meaning of it? It was this conceptualization that formed the subject matter of the presentation.

Tucker stated that he did not feel compelled to offer the usual image of a revolution in his talk. By this he meant the notion of "huge social upheaval" or an "impersonal phenomenon." Tucker noted that these concepts were made popular by Marx's teaching. He added that he wanted to speak on, "the humanist reality."

Tucker also rejected the traditional line of thought, expounded by Sigmund Freud, who stated that there is a revolutionary personality: "someone projecting his father hatred on the father of the state – the government."

However, Tucker did offer some similarities in the makeup of revolutionaries. First, he said that estrangement from society is a common link among revolutionaries. The revolutionary, however, doesn't become a misfit or an outcast, he said; rather he strives to change society, he craves a new community.

This idea led Tucker to his second link, what he called a "revolutionary consciousness." Just being estranged is not enough, argued Tucker; only if you have a vision, a project, and a plan for carrying out your reconstruction of the community can you be called a revolutionary.

Tucker then went out on the tightrope and asked, "is violence an incidence of revolution or an essence of one?" Tucker skirted the question by recalling that virtually all revolutions have used violence to reconstruct the community into the new vision, but he maintained that a non-violent revolution is not "unthinkable." Tucker used the American Revolution as an example. He noted that the real revolution occurred with the thought that the colonists would no longer be British subjects. He mentioned that pamphlets were the project, the plan, to convert others to the same way of thinking: The war, then, was fought to preserve the triumph already won in the New World.

Tucker closed his presentation by tieing this view of the American Revolution into the notion of "micro" and "macro" revolutions. He explained that a " counter-community" is formed by the leading thinkers of any revolution. It is here that the reconstituted community is first tried. For example, Tucker said, our own organizations of correspondence are counter-communities.

These counter-communities are micro-revolutions, according to Tucker. He maintained that only through fortuitous circumstances can a micro-revolution become a macro-revolution. He said that these conditions, along with propaganda and agitation, win people over to the side of the estranged, and, if the circumstances are right, the counter-community gains enough power to take control of the government.

In conclusion, Tucker surmised that revolutions "never fully succeed and they rarely fully fail."

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